

**AN ANALYSIS OF STUDENTS' ERROR IN USING CONDITIONAL
SENTENCE TYPE 1 AT THE FIRST SEMESTER OF THE
TWELFTH GRADE OF MAN 2 BANDAR LAMPUNG IN
THE ACADEMIC YEAR OF 2019/2020**



A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

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ABSTRACT

Error analysis is a process to investigate the students' error in their learning process. In this research, the researcher aims (1) to identify and classify the types of error in using conditional sentence type 1 based on surface strategy taxonomy (2) to find out the source of errors that made by students in using conditional sentence type 1.

The design of this research was descriptive qualitative research analysis. The subject of this research is found by purposive sampling research, it was the students at the first semester of the twelfth grade of MAN 2 Bandar Lampung in academic year of 2019/2020. In data collecting, the researcher used documentation of students' task that was given by their English teacher. The students made 10 sentences of conditional sentence type 1, the researcher took the data to analyze, percentage, and classify the error based on surface strategy taxonomy. The researcher also analyzed the sources of error why students made errors.

In conclusion from 309 items of errors the proportions (frequency and percentage) of the students' error in making conditional sentence type 1 are omission errors with 104 items or 33.65% , addition errors with 23 items or 7.45%, misinformation errors with 165 items or 53.40%, and misordering errors with 17 items or 5.5%. Therefore, the result of the research shows that misinformation errors are the highest error that made by students. The researcher also found some sources of error. There are 242 items of sources of errors. The highest frequency of sources of errors are overgeneralization with 55.38%, meanwhile the lowest one is false concept hyphotesized with 7.43%. Then the other types of error is incomplete application of rules with 24.39% and ignorance of rules restriction with 12.80%.

Keyword: Error Analysis, Source of Error, Conditional Sentence, Qualitative Research.



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DECLARATION

I hereby declare that this thesis entitled “An Analysis Students’ Error in Using Conditional Sentence Type 1 at the First Semester at MAN 2 Bandar Lampung in the Academic Year 2019/2020” is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in the text.

Bandar Lampung, November 2019
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MOTTO

يَشْعُرُونَ لَا وَلَكِنَّ الْمُفْسِدُونَ هُمْ إِنَّهُمْ لَا

Are they indeed the mischief-makers? But they perceive not. (Al-Baqarah: 12)

DEDICATION

Price and gratitude to Allah SWT almighty for his abundant blessing to me, and then from my deep heart and great love, this thesis is proudly dedicated to:

1. My beloved mama and papa, Mr. Hermansyah and Mrs. Yunila, who always pray for my success.
2. My beloved siblingsabang Rama, Caca and Corry, for your supports,motivation, and love to me.
3. My beloved friends YuliYanti, UswatulLatifah, Yuyun, Nita Amanah, Novia Nur Singgih.
4. My beloved almamater of UIN Raden Intan Lampung.

CURICULUM VITAE

The writer's name is Shiva Shania. She was born in Bandar Lampung, on January 6th, 1997. She is the second child of four children of Mr. Hermansyah and Mrs. Yunila. She has one brother, Rama DhianBhara, and two sisters Corry Qoniyah and Ade Salsabila. At present, she lives in Panjang, Bandar Lampung.

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Alhamdulillah, in the name of Allah the Almighty God, the Most Merciful, and the Most Beneficent, for blessing the writer with His mercy and guidance to finish this thesis. Peace and salutation is extended to our prophet Muhammad peace be upon him, with his family and followers. This thesis entitled “An Analysis Students’ Error in Using Conditional Sentence Type 1 at the First Semester at MAN 2 Bandar Lampung in Academic Year 2019/2020” is submitted as compulsory fulfillment of the requirements for S1-degree of English Education study program at Tarbiyah and Teacher Training Faculty at UIN RadenIntan Lampung.

This thesis could not be finished without the other people’s help. Therefore, the gratefulness would be given to people who contribute their ideas and time to her in completing her final project. They are:

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2. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, Islamic University of RadenIntan Lampung.
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Finally, no one is perfect, the researcher has given her best for this thesis. The researcher is full aware that there are still a lot of weakness in this thesis. Therefore, the researcher sincerely welcomes for critics and suggestion from the readers to enhance the quality of this thesis.

Bandar Lampung, November 2019
The Researcher,

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TABLE OF CONTENTS

	Page
COVER	i
ABSTRACT	ii
APPROVAL	iii
ADMISSION.....	iv
DECLARATION.....	v
MOTTO	vi
DEDICATION.....	vii
CURICULUM VITAE.....	viii
ACKNOWLEDMENT.....	ix
TABLE OF CONTENTS.....	xi
LIST OF TABLES	xiv
LIST OF APPENDICES	xv
 CHAPTER I INTRODUCTION	
A. Background of the Problem	1
B. Identification of the Problem	5
C. Limitation of the Problem	6
D. Formulation of the Problem	6
E. Purpose of the Research	6
F. Uses of the Research	7
G. Scope of the Research	7
 CHAPTER II REVIEW OF RELATED LITERATURE	
A. Concept of Error Analysis.....	9
B. Concept of Error and Mistake	11
C. Sources of Error	13
D. Types of Error	19
1. Linguistic Category	19

2. Surface Strategy Taxonomy	19
3. Comparative Taxonomy	19
4. Communicative Effect Taxonomy	20
E. Concept of Surface Strategy Taxonomies.....	20
1. Omission	20
2. Addition	21
a. Double Marking	21
b. Regularization	22
c. Simple Addition	22
3. Misformation.....	22
a. Regularization Error.....	22
b. Archi Forms	23
c. Alternating Form	23
4. Misordering	23
F. Concept of Conditional Sentences	24
1. Definition of Conditional Sentence.....	24
2. Use of Conditional Sentence	25
3. Types of Conditional Sentence	27
a. Conditional Sentence Type 1	27
b. Conditional Sentence Type 2	29
c. Conditional Sentence Type 3	30
4. Inverted Types in Conditional Sentences	30
a. Conjunction.....	30
b. Examples of inverted in conditional sentences	31
G. Concept of Conditional Sentence Type 1 (Future Possible)	32
1. Definition of Conditional Sentence Type 1	32
2. Formula of Conditional Sentence Type 1	33
3. Possible Variations of the Basic Form	34
4. Variations of the If-Clause	35
H. Error in Using Conditional Sentence Type I Based on Surface Strategy Taxonomy	36

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design.....	40
B. Research Subject	41
C. Data Collecting Technique.....	42
D. Research Instrument.....	43
E. Research Procedure	44
F. Trustworthiness the Data.....	45

	G. Data Analysis	46
CHAPTER IV	RESULT AND DISCUSSION	
	A. Result of the Research.....	48
	B. Types of Students' Errors in Using Conditional Sentence	48
	a. The Data of Students' Omission Error.....	49
	b. The Data of Students' Addition Error.....	51
	c. The Data of Students' Misformation Error	53
	d. The Data of Students' Misordering Error	55
	C. The Percentage of Students' Error in Using Conditional Sentence Type 1	60
	D. The Source of Error.....	61
	E. Discussion of Finding	64
CHAPTER 5	CONCLUSION AND SUGGESTION	
	A. Conclusion	66
	B. Suggestion.....	67
	a. For the English Teacher	67
	b. For the Students	67
	c. For the Other Researcher	68
REFERENCES		69

LIST OF TABLES

Table 1.1 Conditional Sentences.....	27
Table 1.2 Conditional Sentence Type 1	33
Table 3.1 The Number of Students	41
Table 4.1 Examples of Students' Omission Errors	49
Table 4.2 Examples of Students' Addition Errors	51
Table 4.3 Examples of Students' Misformation Errors	53
Table 4.4 Examples of Students' Misordering Errors.....	55
Table 4.5 The Classification of the Errors Committed by Each Students	59
Table 4.6 The Proportion of Students' Error	60
Table 4.7 The Sources of Error	62
Table 4.8 The Classification of the Sources of Error Committed by Each Students	62
Table 4.9 The Proportion of Sources of Error.....	64

LIST OF APPENDICES

Appendix 1 Sample of the Research.....	72
Appendix 2 Syllabus.....	74
Appendix 3 Interview Guidelines for the English Teacher in the Pre-Research.	80
3. A Transcript of Interview	81
3. B The Result of Interview	84
Appendix 4 Interview Guidelines for the Student	86
4. A The Result of Interview	88
Appendix 5. The Data of Errors	89
Appendix 6. The Sources of Error	108

CHAPTER I

INTRODUCTION

A. Background of the Problem

Student especially must study hard to understanding English, specifically in written form. The use of written form is not only to text. They can communicate through word by word to each other. Written form start from arranged the letter be words, words can make sentence, sentence can make a paragraph. A paragraph can give the meaning to the readers.

As one of tool to communicate, writing is language skill that involves language production and therefore often referred to as productive skill.¹ Based on the definition writing is one of way to express the student's ideas and their feelings. A researcher or student can express everything like their feeling on the paper and show what is on their mind.

English written form has a pattern and rules. Pattern and rules of English are different from Indonesia. The pattern and rules are called by grammar. Grammar is a description of the rules that govern how language's sentences are formed.² Grammar is the important aspect of language. The student must learn the basic of grammar. Therefore, the students be able to use grammatical correctly.

In fact, study of grammar makes some people or learners do some errors. Errors are often found in learning process. According to Dulay, people cannot

¹Jeremy Harmer, *The Practice of Language Teaching* (New York: Longman Publishing, 2000) p.16

²Scott Thonbury, *How To Teach Grammar* (Essex: Pearson Education Limited, 1999) p.1

learn language without first systematically committing errors.³ Hence, it is normal if the students make errors in their learning process.

Furthermore, there are some causes why people make errors in their learning process. According to Brown, error divided into four causes. They are interlingual transfer, intralingual transfer, context of learning and communication strategies. The first source is interlingual errors. It is interference from mother tongue as the first language. The second source is intralingual error. It can be attributed to intralingual and development factors. The third source is context of learning, this source because of misleading explanation from the teacher in deliver the material in the textbook. The last source is communication strategies, it is happened because of related to learning styles and techniques.⁴

As one of an area in error analysis, grammar cannot be separated from aspects that have discussed in English grammar, one of them is conditional sentence. Conditional sentences is used to express something expected or unexpected which may or may not be occurred.⁵ Conditional sentences have two parts, they are if clause and main clause. There are three kind of conditional sentences. Every kind of conditional sentences have different form or pattern.

In addition, Thompson and Martinet state that there are three kinds of conditional sentences.⁶ Each kind contains a different pair of tenses. The first is conditional sentence type 1 that use simple present tense. This type is easier than

³ Heidi Dulay et.al, *Language Two*, (New York: Oxford University Press, 1982) p.138

⁴ H. Douglas Brown, *Principles of Language Learning and Teaching*, fourth edition, (Longman: San Francisco State University, 2000), p. 223-227

⁵ George E. Wishon And Julia M.Burks, *Lets Write English* (New York: Americam Book Company, 1980) p.249

⁶ A. J. Thompson and A. V. Martinet, *A Practical English Grammar* (New York: Oxford University Press, 1986) p. 131

the other two types. They are conditional sentence type two that use simple past tense, and the last one is conditional sentence type 3 that use past perfect tense.

The explanation above is supported by preliminary research in MAN 2 Bandar Lampung on January 14th 2019, the researcher asked Eva Yani, S.Pd. as the English teacher about students' ability in grammar especially in conditional sentence type 1. She said that they are still lack of grammar. They still need learn more about grammar. Especially in this material about conditional sentence. They are still confused about the form type 1 until 3. Even in simple form like simple present tense in conditional sentence type 1, the students still got the low score in making sentences in conditional sentence type 1.⁷

The explanation before is also supported by the result of the interview session with the students in MAN 2 Bandar Lampung. Many of them said they still not understand about grammar in English especially structure in conditional sentences. They said that they are confused with the structure used in conditional sentence.

Based on preliminary research, the researcher found many errors from students's tasks in using conditional sentence type 1. The first example of the errors is, "*if you finished college immediately, you will graduated faster*" is wrong sentence. There is misformation in that sentence in the use of verb. The word "finished" should be "finish" and the word "graduated" should be "graduate". The right formula of conditional sentence type 1 is if + simple present tense + S + will + V1 + compliment. Thus, the correct sentence is "if you finish college

⁷ Eva Yani, *Interview to the Teacher of MAN 2 Bandar Lampung*, on January 14th 2019, unpublished.

immediately, you will graduate faster”. The second example is “*If am not study hard, will be stupid*”. There is omission in that sentence in subject “*I*”. The right sentence is “*If I am not study hard, I will be stupid*”. From the examples above, the researcher found that the students still confused and difficult in constructing sentence in simple present tense. Many of them still used v2 in their sentences. Moreover, the researcher found that some students still did not complete their sentence like they did not use subject in their sentences.

From the explanation above, those errors might because there are a different form of grammar between English and Indonesia and students still do not understand about material in conditional sentence type 1. Some students still confused with the form of conditional sentence type 1. They are still used v2 in conditional sentence type 1, there are some incomplete sentence, and still wrong used verbs after modal. It can be seen at their task in conditional sentence type 1, they still did many errors in their tasks in conditional sentence type 1.

In this research, researcher also referring to some researchers as the previous research about an error analysis by Rahma Nazalia entitled “An Error Analysis in Recount Text Writing Made by the Second Grade Students of SMP Muhammadiyah Bandar Lampung”. She did a research about error analysis based on Communicative Effect Taxonomy. In her research showed that there were two types of communicative effect taxonomy, namely global error and local error. The

percentage of errors showed that students made global error with 38.23% and local error with 61.77%.⁸

Secondly, a research conducted by Nova Lena, entitled “An Error Analysis in Conditional Sentence Type II at the First Semester of the Twelfth Grade of SMAN 1 Pesisir Selatan Pesisir Barat in the Academic Year of 2017/2018”.⁹ The objectives of this research were to find out the kinds of error, frequency and percentage of errors made by students in using conditional sentence type II based on surface strategy taxonomy. Moreover, the total number of errors committed by the students are 148 items. The proportions (frequency and percentage) from 148 items are omission error with 38 items or 25.68%, addition error with 33 items or 22.30%, misformation with 69 items or 46.62% and misordering error with 8 items or 5.40%.

In contrast to previous studies, it can be concluded that there is a significant difference of this research for previous ones. This research focused on An Analysis of Students’ Error in Using Conditional Sentence Type 1 based on surface strategy taxonomy and to know source of error that made by students.

Based on the background of the problem, the researcher proposes a research entitled: “An Analysis of Students Error in Using Conditional Sentence Type I at the First Semester of the Twelfth Grade of MAN 2 Bandar Lampung in the Academic Year of 2019/2020”

⁸ Rahma Nazalia, An Error Analysis in Recount Text Writing Made by the Second Grade Students of SMP Muhammadiyah Bandar Lampung. S1 Theses. Bandar Lampung: Universitas Lampung, 2018.

⁹ Nova Lena, An Error Analysis in Conditional Sentence Type II at the First Semester of the Twelfth Grade of SMAN 1 Pesisir Selatan Pesisir Barat in the Academic Year of 2017/2018. S1 Theses. Bandar Lampung: UIN Raden Intan Lampung, 2018.

B. Identification of the Problem

Based on of background above, the researcher identified the problems as follow:

1. The students get confused in grammar on conditional sentences type 1.
2. The students make errors in using conditional sentences type I in constructing sentences.

C. Limitation of the Problem

Based on the identification of problem, the researcher focused on analyzing the students' error based on surface strategy taxonomy and source of error in using conditional type I.

D. Formulation of the Problem

Based on the research background, the researcher formulated the problem as follows :

1. What are the types of errors made by the students in using conditional sentences type I based on surface strategy taxonomy?
2. What are the proportions (frequency and percentage) of error made by the students?
3. What are the sources of errors in using conditional sentence type 1?

E. Purpose of the Research

The objectives of the research are :

1. To identify and classify the types of error that students made by using conditional type I based on surface strategy taxonomy.
2. To find out proportions (frequency and percentage) of error made by the students.
3. To find out the sources of errors that made by students.

F. Uses of the Research

The uses of the research are :

1. Theoritically

This research is expected to give information about grammatical errors on the students in using conditional sentence type I to help the students in the future to increase their capability.

2. Practically

- a. For teacher

This research is expected to inform english teacher about kinds and source of errors, so the teacher can help their students in teaching learning grammar in using conditional sentence type I.

- b. For students

It can be a reflection for the students at MAN 2 Bandar Lampung about their mastering and phenomena that come arise in their conditional sentence type I.

- c. For the other researchers

It can be useful as a reference for the other researchers to make a better research in other fields of study.

G. Scope of the Research

1. Subject of the research

The subject of the research is the students of the twelfth grade of MAN 2 Bandar Lampung.

2. Object of the research

The object of the research is the students' error in using conditional sentence type I.

3. Place of the research

The research conducted at MAN 2 Bandar Lampung.

4. Time of the research

The research conducted at the first semester in the academic year of 2019/2020.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Error Analysis

Inevitably, always there are errors in learning process. It is a common thing in the learning process. The study of learners' errors and analysis calls by error analysis. According to Ellis error analysis provides a methodology for investigating learner language. For this reason error analysis constitutes an appropriate starting point for the study of learner language and second language acquisition.¹ From that statement we can get the point that researchers and teachers know student's error by using the procedure of error analysis.

The learners are fundamentally a process that involves making of mistake or error. Errors of the students have to be analyzed and corrected because it is very important. Error analysis is the way to know the students error by identifying, analyzing, and classifying the error into kinds of error. Study to observe, analyze, and classify error is called by error analysis. The teacher should guide the students to avoid error. According to Brown the fact that some students make errors in their learning process, and those errors can be observed, analyzed, and classified

¹ Rod Ellis, *Second Language Acquisition* (Oxford: Oxford University Press.2003), p. 48.

to reveal something of the system operating within the learners, led to a surge of study of learner's error.²

Basically, in learning process, not only for learning English but for all, students must always make some mistakes and errors. From that error, students must try to correct them. They can ask the teacher or the other person who has mastered English well to analyze what the errors that they made. Based on Longman Dictionary the words error analysis can identify as the study and analysis of the errors made by second language learners. Error analysis may be carried out in order to:

1. Identify strategies which learners use in language learning.
2. Try to identify the causes of learner errors
3. Obtain information on common difficulties in language learning, as an aid to teaching or in preparation of teaching materials.³

Based on theories above, the researcher can conclude that in learning second language, error analysis is strategies to investigate students' error. From the procedures in error analysis, the teacher knows the abilities of the students to understand the lesson. Finally, from that information, the teacher can know about how far the goal of that lesson and then know the students needs a remedial or not.

²H. Douglas Brown, *Principles of Language Learning and Teaching* (New York: Longman, 2007), p. 218.

³Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, Fourth Edition, Kuala Lumpur: Fekinhham Photosetting Ltd, 2010), p. 210.

B. Concept of Error and Mistake

In learning process, error and mistake often made by students. And both of error and mistake have similar meaning, but actually they have different meaning. Some people sometime still misunderstanding about the meaning and the definition about error and mistake. To know the different of them, some experts explain the distinction between error and mistake.

According to Brown error is real deviation can be seen from the grammar of adult or a native speaker that reflecting the Interlingua competence of the learner.⁴ From that statement, a mistake refers performance error that is either a random guess or a 'slip' in that is failure to utilize a known system correctly.⁵

In Language Two by Dulay, he said that error is the imperfect side of learner speech and writing. Something that deviate from selected norm of mature language performance is the parts of conversation or composition.⁶ In addition, Corder said that the performance's error will characteristically be uncoordinated and the errors of competence are systematic.⁷ In other words, we can see from the statement from Corder above that unsystematic/uncoordinated error is called by mistake that refers to the performance error. It is caused by slip of the tongue to speak language system correctly. In other words, systematic error is called by error because of the lack knowledge or competence of the learner to use language system correctly.

⁴ H. Douglas Brown, *Op. Cit.* p. 217.

⁵ *Loc Cit.*

⁶ Heidi Dulay et. al, *Language Two* (New York: Oxford University Press, 1982), p. 138.

⁷ Corder, *Techniques in Applied Linguistics* (London: Oxford University Press, 1974), p.10.

In fact, the students generally do errors repeated in learning English. However, a mistake generally do when there is an accident. For example, the students do errors because their knowledge about English is lack. It is why they do errors repeated.

Furthermore, according to Ellis, errors reflect gaps in learner's knowledge that occur because learners do not know what is correct and they are still in the learning process. Mistake reflects occasional lapses in performance, they occur because in a particular instance, the learner is unable to perform what she or he knows. Mistake refers to performance or nonsystematic errors which are caused by inattention while errors refer to competence.⁸

From the statements above, we concluded that error and mistake are different. Error is a result from lack of knowledge/competence of language. The students make errors because they lack and do not know about the rules in language. So they make something wrong that called by Error. The students cannot correct their errors by themselves. They need the teacher or someone who mastery in using language. Meanwhile if the students have knowledge about rules in language, and they still do something wrong, it means they make a mistake. The students who make a mistake can correct themselves.

In this research, the researcher considered all the students' deviation in using conditional sentences as an error not a mistake. This is emphasized by

⁸ Rod Ellis, Op. Cit, p.56.

Dulay that we use error to say deviation from selected norm of language performance, no matter what the characteristics or causes of deviation might be.⁹

C. Sources of Error

According to Brown, error divided into several causes. They are interlingual transfer, intralingual transfer, context of learning and communication strategies.

1. Interlingual transfer

Interlingual transfer is a significant source of error for all learners. The beginning stages of learning a second language, or interference.¹⁰ Because there is the effect or the influence from native language, the learner make wrong utterance.

At the beginning of this phase, before the system of language is familiar, the native language is the only linguistic system in previous experience upon which the learner can raw.¹¹ Thus, interlingual transfer is the source of error that learners made because they uncommonly use the English word, so they difficult to learn. For Example:

- a. We study match yesterday (wrong)
- b. We studied match yesterday (correct)

⁹Dulay et al. *Op. Cit.* p.138.

¹⁰ H. Douglas Brown, *Op. Cit.* p. 224.

¹¹ *Loc. Cit.*

2. Intralingual Transfer

Intralingual transfer refers to errors caused by the lack competence of the language being learnt target language.¹²

3. Context of learning

A third major source of error, although it overlaps both types of transfer, it is the context of learning, “context” refers, for example, to the classroom with it’s teacher and it’s material in the case of school learning or the social situation in the case of untutored second language learning. In a classroom context, the teacher or students often make errors because of misleading explanation from the teacher, faulty presentation of a structure or word in a textbook, or even because of a pattern was rottenly memorized in a drill, but it is improperly contextualized. The textbook can lead the learner to make faulty hypotheses about language. Here the students make errors caused by misleading explanation if the teacher. The faulty of presentation in a textbook either structure or word or misconception of the students.¹³

For example:

- a. She was good students.(incorrect)
- b. She was a good students. (correct)

¹²Ibid.P. 225.

¹³Ibid., p. 226.

4. Communication Strategies

Communication strategies are defined and related to learning styles. The students have to communicate one to another by special styles and strategies about to whom they make communicating too, where they have to be used. So for learners obviously use production strategies in order to enhance in getting their message across, but at times these techniques can themselves become a source of error.¹⁴

Furthermore, most of types of errors can be identification with analysis process. From the results of the analysis process can lead us to the source of errors. Based on Richard, the sources of error caused by the interference of the learners' mother tongue.¹⁵ He classified source of error into inteference error, intralingual error, and developmental error.¹⁶

a. Interlingual error

Interlingual errors caused by interference of the learners' mother tongue. Interlingual errors are similar in structure to a semantically equivalent phrase or sentence in learners' native language.

b. Intralingual error

Errors reflecting general characteristics of the rule learning such as:¹⁷

¹⁴Yasir Arafat (Thesis), An Analysis' Grammatical Errors in Using Modals in Their Writing, (Bandar Lampung: STKIP PGRI Bandar Lampung, 2011)

¹⁵Jack C Richards, *Error Analysis: Perspective on Second Language Acquisition*, (London: Longman, 1980), p.173.

¹⁶*Loc Cit.*

¹⁷Jack Richard, *Op. Cit.* P. 174

1. Overgeneralization

Overgeneralization generally involves the creation of one deviant structure in place of two regular structures. For example: “*He can sings*”, “*We are hopes*”, “*He comes from*”.¹⁸

2. Ignorance of rule restriction

Richard defines ignorance of rule restrictions is the inability to uphold the limits (borders) of present formations, specifically, administering rules to inappropriate situations.¹⁹ Incomplete application of rules is the applications of rules to contexts where they do not apply. For example: “*The man who I saw him*” is incorrect. Because there is something incomplete about the sentence. It should be “*That’s man who I saw*”, so adds the object after the verb.²⁰ Misordering can be good example such errors which are caused by ignorance of rule restrictions.²¹

3. Incomplete application of rules

The learners fails to use a fully developed structures. For example: “*You read a book?*”.

4. False concepts hyphotesized

False concepts hyphotesized refers to faulty rule learning at various levels. There is a class of interlanguag errors which derive from faulty comprehension of distinction in the target language. These are sometimes due to poor gradation of teachin items some students get confused and

¹⁸Ibid. p. 174.

¹⁹ Mohammed Al Kresheh, , “*A Review Study of Error Analysis Theory*”. International Journal of Humanities and Social Science Research. (2016). p. 56.

²⁰Ibid.p. 175-176.

²¹ Mohammed Al Kresheh. *Loc Cit.* p. 56.

cannot differentiate between go and come, bring and take, too and very, etc. They use the present tense instead of the present continuous tense or the other way round. This might be caused by learners not paying much attention to do difference between items. They consider too and very are the same as well as go and come, etc.²²

The errors that result from false concepts hypothesised can be attributed to "classroom presentation, especially when excessive attention is paid to points of differences at the expense of realistic English. Archiforms and double marking are also examples of errors that might be caused by '*faulty comprehension of rule distinctions*'.²³

Moreover, according to Norrish, he classified source of error into three types. They are carelessness, first language interferences and translation.²⁴

1. Carelessness

Carelessness is accurately related to lack of motivation. There are several factors that can make students lack of motivation in learning process. Maybe the result of the presentation style of the teacher which doesnot suit the students or maybe the materials are not interesting for the students.²⁵

²²Ratnah, "Error Analsis on Tenses Usage Made by Indonesian Students". Journal of Educational and Practice, (2013), p. 162.

²³ Mohammed Al Kresheh. *Loc Cit.* p. 56.

²⁴ Andrian, "An Error Analysis of EFL Students' English Writing": English Education Journal (EEJ), (2015), p.516.

²⁵ *Loc Cit.*

2. First Language Interference

This is the result of language habits established in a native language of the student. When then students use English, they bring their native language habits into the target language being learned.²⁶

3. Translation

Translation be the most common source of errors that made by students in their learning process. This usually happens as the result of a situation when the learners are asked to communicate something but do not know the appropriate expressions or structures in the second language.²⁷

From three theories above about source of errors, we can know that error happened because some factors. Brown said that there are four sources of error, such as, interlingual transfer, intralingual transfer, context of learning, and communicative strategies. According to Norrish, there are three factors of source of errors, they are carelessness, first language interferences and translation. Moreover, Richard stated that sources of errors divided into three categories, they are interlingual or interference error, intralingual error, and developmental error. In learning the second language, the learners made some errors. It caused by learners do it like the following factors. The first, the learners still influenced by their mother tongue (Indonesian). The second, the learners aff a few word that they don't need put in their sentence. And of course, so many factors that make students do some errors.

²⁶ *Loc Cit.*

²⁷ *Loc Cit.*

D. Types of Error

Based on Dulay, error analysis can be described by using four types: Linguistic category, surface strategy, comparative analysis, and communicative effect.²⁸

1. Linguistic Category

There are many taxonomies in linguistic that give the influence for an error. Some errors are classified by linguistic taxonomies according to either or both the language component or the particular linguistic constituent the error effects.²⁹

2. Surface Strategy Taxonomy

Surface strategy taxonomy high point on the way surface structures are different from the presumed target version. For example: learners may omit necessary items or add unnecessary ones; they may misform items or misorder them.³⁰

3. Comparative Taxonomy

The division of errors in comparative taxonomy is based on comparison between structures of L2 errors and certain other types of construction. In this type of error usually compare between the learners first language and sentences in their mother tongue. For example we might compare the structure of the student's error in

²⁸ Heidi, S Dulay, et all., *Op Cit.* p. 146.

²⁹ Heidi, S Dulay, et all., *Loc. Cit.*

³⁰ *Ibid.*, p. 150.

Japanese learners as their first language and structures of the sentences in the learners's mother tongue.³¹

4. Communicative Effect Taxonomy

The last type of error by Dulay is communicative effect taxonomy. This type give the attention on distinguishing errors that seem to cause miscommunication and those that do not. There are two types of communicative effect taxonomy: global error and local error.

Based on the statements from the experts above, to analyze the student's error in using conditional sentence type I, the writer use surface strategy taxonomy. Because this taxonomy is suitable with the material in this research. And it focuses on aspects on the errors themselves.

E. Concept of Surface Strategy Taxonomies

According to Dulay, surface strategy taxonomy highlights the was surface structures are altered: learners ma omit necessary items or ad unnecessary ones; they may misform items or disorder them.³² Analyzing errors from a surface strategy taxonomy respective holds much promise for researchers concerning identifying cognitive processes that underlie the learners's reconstruction of the new language. It also makes us aware that learners' errors are based on some logic. They are not result of laziness or sloopy thinking, but of the learners's use of interim principles to produce a new language.

³¹ Ibid., p. 163

³² Ibid., p. 150.

In addition, James States that surface strategy taxonomy is classification system “based on the ways in which the learner’s erroneous version is different from the presumed target version”.³³

There four type under this category, they are :

1. Omission

Based on Dulay et.al, states that it is characterized by the absence of an item that must appear in well-formed utterance. The writer get conclusion omission is something that has not been include. For example :

Incorrect : Mary president new company.

Correct : Mary *is the* the president *of the* new company.³⁴

2. Addition

Addition are the opposite of omission. Addition is characterized by the presence of an item which must not appear in well-formed utterance. There are three types of addition, they are :³⁵

a. Double Marking

It happens when two items rather than one are marked for the same feature. For example :

Incorrect : He doesn’t knows my name.

³³Carl James, Errors in Language Learning and Use; Exploring Error Analysis (Longman: London, 1998), p.106.

³⁴Heidi, S Dulay, et all., *Op Cit.* p. 154.

³⁵Ibid. p. 156.

Correct : He doesn't know my name.

b. Regularization

Error that applies to a class of linguistic item like class of noun. Usually this error can be seen in terms of regular, an irregular forms, and construction. For example, the verb *eat* does not become *eated*, but *ate*; the noun *sheep* is also *sheep* in the plural, not *sheeps*.³⁶

c. Simple Addition

It is term to express an error which addition nor double marking regularization.

For example :

Incorrect : These are **a** new books.

Correct : These are new books.

3. Misformation

This error are characterized by incorrect form of morpheme in structure. There are three kinds of misformation error, they are :³⁷

a. Regularization Error

Error that misformation which a regular marker is used in place of an irregular one. For example :

Reflection pronoun : hisself (himself)

³⁶Ibid, p. 157.

³⁷Ibid. p.158.

Regular past : I falled(fell)

Plural : gooses (geese), childs (children)

b. Archi Forms

Error that wrong select themember of class forms to represents other in class of the function. For example, a learner may tempororarily select just one of the English demonstrative adjectives this, that, these, and those, to do work for several of them:

That dog

That dogs³⁸

c. Alternating Form

Error that still fail to select and use the various members of class. For example:

Those dog

This cats³⁹

4. Misordering

Error that made incorrect placement of morpheme of group of morpheme in an utterance. For example :

He is all the time late. All the time is misordered.⁴⁰

³⁸Ibid, p. 160.

³⁹Ibid, p. 161.

F. Concept of Conditional Sentences

1. Definition of Conditional Sentence

In grammar there are so many types of sentences. One of them is conditional sentence. Conditional sentence is the sentence that we use when we talk about future. So to express these feeling, we have to use conditional statement. For example: *If I had much money, I would have bought that car.*

Furthermore, based on Azar, in his book “Understanding and Using English Grammar”, he states that conditional sentence is often used to talk about situation that are opposite of reality, i.e., situations that are contrary the realsituation.⁴¹ So to more understand the structure about conditional sentence, we must to learn conditional sentence.

Riyanto stated that conditional sentence is a sentence that expresses a wish, hope, plan, etc that maybe possible, unreal or opposite, or impossible.⁴²In addition, according to Abbas Mustafa, conditional sentence have two parts: The if clause and the main clause in the sentence as in: If I studied hard, I would have bought car, “If I had much money” is the if clause and “I would have bought car” is the main clause. Conditional sentence are used to indicate the action in the main

⁴⁰Ibid. p. 162.

⁴¹ Betty S. Azar, *Understanding and Using Grammar*, 4th Ed, (New York: Longman,2009), p. 347.

⁴²SlametRiyanto, *A quick & Effective Strategy to Understand Structure and Written Expression for TOEFL Test* (Yogyakarta: PustakaBelajar, 2008). p. 31.

clause (without if) can only take place if a certain condition (in the clause with if) is fulfilled.⁴³

Martinet and Thomson in Abbas said that conditional clause is a type of adverbial. The event described in the main clause depends on the condition described in conditional clause.⁴⁴ For example:

“If it rains, we will get wet.”

- a. If it rains : conditional sentence
- b. We will get wet : main clause

The door opens if you press this button.

- a. The door opens : main clause
- b. If you press this button : conditional clause

So, from the explanation above we can conclude that conditional sentence is a sentence that consist of two clauses (main clause and clause beginning with if) and it often used to explain the situation that opposites with the real situation.

2. Uses of Conditional Sentences

According to Eastwood in Abbas, Conditional sentences can be used in a number of ways. As in:

- a. To request:

⁴³ Abbas Mustafa, *Conditional Sentences in English and Kurdish: A Contrastive Study*: Al Fatih Journal No. 50 August 2012 (University of Sulaimani, 2012), p.41 (Online) Available on: <https://www.iasj.net/iasj?func=fulltext&aId=61277.htm>. accessed on 05/02/2019 at 04:40 pm

⁴⁴ Ibid., 41

If you are going into town, could you post in this letter for me?

b. To advice:

If you need more information, you should see your careers teachers.

c. To criticize:

If you hadn't forgotten your passport, we shouldn't be in such a rush.

d. To suggest:

We can go for a walk if you like.

e. To offer:

If I win the prize, I will share it with you

f. To warn:

If you are walking along the cliff top, don't go near the edge.

g. To threaten:

If you don't leave immediately, I will call the police.⁴⁵

Furthermore, Eastwood said that conditional sentence can also be used to express different degrees of reality. For example: a conditional can be open or unreal. An open condition expresses something which may be true or may become true. For example: If you join the library, you can borrow books. An unreal condition expresses something which is not true or is imaginary. For Example: If you would arrive ten minutes later, we would have been closed.⁴⁶

⁴⁵ Ibid., 42-43

⁴⁶ Loc.cit.

3. Types of Conditional Sentences

Thompson and Martinet state that there are three kinds of conditional sentences.

Each kind contains a different pair of tenses.⁴⁷

Table 1.1
Conditional Sentence

Situation	If-clause	Result clause	Examples
True in the present/future	Simple present	Will + simple form	If I have enough time, I watch TV ever evening. If I have Enough time, I will Watch TV on tonight.
Untrue in the Present/ Future	Simple past	Would + simple form	I had enough time, I would watch TV now or later on.
Untrue in the past	Past perfect	Would have + past participle	If I had enough time, I would have watched TV yesterday.

Source: Betty S. Azar, Understanding and Using English Grammar, 2009

a. Conditional Sentence Type 1

Conditional sentence type 1 is a sentence that expresses a future-possible condition refers to an action that may or may not take place in the future. The

⁴⁷A. J. Thompson and A. V Martinet, *A practical English Grammar* (New York: Oxford University Press, 1986), p. 200.

present of the verb is used in the ifclause, and the future tense is used in the main clause.⁴⁸ Furthermore, this type of sentence implies that the action in the if-clause is quite probable.⁴⁹ It means that this type use present or future, but in the if clause we use a present not a future tense. It doesn't matter which come first.

For Example:

- 1) If he runs he will get there in time.
- 2) The cat will scratch you if you pull her fail.⁵⁰

In addition, Azar states that in conditional sentence that express true, factual ideas in the present/future, the simple present (not the simple future) is used in the if clause. The result clause has various possible forms. A result clause verb can be:

- 1) The simple present, to express a habitual activity or situation:

If I don't eat breakfast, I always **get** hungry during class.

- 2) Either the simple present or the simple future, to express an established, predictable fact or general truth:

Water **freezes** or **will freeze** if the temperature reaches 34°F/0°C.

- 3) The simple future, to express a particular activity or situation in the future:

If I don't eat breakfast tomorrow morning, I **will get hungry** during the class.

- 4) modals and phrasal modals such as **should, might, can, be going to**:

If it rains, we should stay home

If it rains, I might decide to stay home.

⁴⁸ George E. Wishon, Julia M. Burk, *Let's Write English* (New York: Litton Educational Publishing, 1980). p.249.

⁴⁹ A. J Thompson and A. V. Martinet, *Op. Cit.* p 145.

⁵⁰ Ibid. p. 145

If it rains, we can't go.

If it rains, we're going to stay home.

5) An imperative verb:

If anyone calls, please take a message.⁵¹

b. Conditional Sentence Type 2

When we want to express something present happen which is contrary of the fact, we used conditional sentence type 2. Based on George and Julia, this kind of conditional sentence describes a situation which does not exists or is unreal. we do not expect the condition in the if clause to become a fact.⁵²It means, that conditional sentence type 2 use to express events that are not possible because the conditions cannot be fulfilled. This sentences is used to talk about facts that are contrary to the present.

For Example :

If I were you, I would be very angry.

(Fact: I am not you, so I am not very angry)

She would not give you a present if you were lazy.

(Fact: You are lazy, so she will not give you a present)

⁵¹Azar, *Op.Cit.* p. 417.

⁵²George E. Wishon and Julia M. Burks, *Op. Cit.* p. 250

c. Conditional Sentence Type 3

This conditional sentence indicate past time and indicates an unreal and fulfilled situation.⁵³ The verb in the if clause is in the past perfect tense; the verb in the main clause is in the past future perfect tense. The time is past and the condition cannot be fulfilled because the action in if clause didn't happen.⁵⁴

If I had known that you were coming I would have met you in the airport.

Fact : I didn't know, so I didn't come.

If he had tried to leave the country he would have been stopped at the frontier.

Fact : He didn't try.⁵⁵

4. Inverted types in conditional sentence

a. Conjunctions

1) If

If I see him, I'll invite him to our party tomorrow.

2) Even if

Even if I had known about the meeting I couldn't have come.

3) Unless

Unless it rains, we'll go to the beach tomorrow.

4) In the event (that)

In the event (that) the performance is called, I'll let you know at once.

⁵³Ibid.,p. 251

⁵⁴ A. J Thompson and A. V Martinet, *Op. Cit.* p. 147

⁵⁵Ibid.,p. 147

5) In case

In case a robbery occurs in the hotel, the management must be notified at once.

6) Provided (that)

We will be glad to go with you to the theater tonight provided (that) we can get a baby sitter.

7) On condition (that)

The company will agree to arbitration on condition (that) the strike is called off at once.

8) As (or so) long as

As (or so) long as someone was willing to treat her, she would go to the movies.

9) If only

She would forgive her husband everything, if only he would come back to her.

10) Suppose (that)

Suppose (that) you had seen her. What would you have done?

11) Whether Or (whether)

Whether she is at home or whether she visits others, she always her knitting with her.⁵⁶

b. Examples of inverted in conditional sentences

1) Conditional sentence type I

⁵⁶ Marcella Frank, *Modern English: A practical Reference Guide* (New Jersey: Prentice-Hall, Inc., 1972), p253.

If he **remembers** his own name, we'll be able to help him.

Inverted sentence : **Should** he **remember** his own name, we'll be able to help him.

2) Conditional sentence type II

If he **pushed** the button, we'd all have problems.

Inverted sentence: **Were** he **to push** the button, we'd all have problems.

3) Conditional sentence type III

If we had arrived sooner, we wouldn't have missed the beginning.

Inverted sentence: **Had** we arrived sooner, we wouldn't have missed the beginning.⁵⁷

G. Concept of Conditional Sentence Type 1 (Future Possible)

1. Definition of conditional sentence type 1

According to Mustafa in his journal stated that conditional sentence type 1 is used to talk about future events that might happen.⁵⁸ George and Julia stated that a sentence that expresses a future-possible condition refers to an action that may not take place in the future. The present tense of the verb is used in the if-clause, and the future tense is used in the main clause.⁵⁹

⁵⁷Clark and Miller, *Inverted Conditionals Have You Mastered This Advanced English Trick*, [Online], Available on: <https://www.clarkandmiller.com/inverted-conditionals-have-you-mastered-this-advanced-english-trick/> Accessed on July 29th 2019 at 1.43AM.

⁵⁸Abas Mustafa, *Op. Cit.*, p. 44

⁵⁹George E. Wishon and Julia M. Burks, *Op. Cit.* p. 249.

So we can conclude that conditional sentence is a sentence is talked about future that might happen. And the action in the future will only happen if a certain condition is fulfilled or not, but the conditions seem rather realistic, and finally we think it is likely happen.

For example :

If I have enough time, I will watch TV every evening.⁶⁰

2. Formula of conditional sentence type 1

Azar states that in conditional sentence that express true, factual ideas in the present/future, the simple present (not the simple future) is used in the if clause.

Table 1.2

Conditional Sentence type 1

Complex sentence	
If clause	Main clause
If + simple present	Simple future (will + bare infinitive) Imperative (bare infinitive). ⁶¹

If-clause can be placed in the middle or early of the sentence. And commas can be placed before main clause.

⁶⁰Azar., *Op.Cit.* p.416

⁶¹ “Conditional Sentence Type 1” (Online), Available On:
<http://www.wordsmile.com/pengertian-rumus-contoh-kalimat-conditional-sentence-type-1/.htm>. accessed on 06/02/2019 at 22.15

Examples :

- a. If he studies well and doesn't get nervous, he will make good grades.
- b. If it gets colder, I'll put on my jacket.
- c. If you visit your brother, you will no doubt give my kind regards to him.
- d. If I have enough money, I will fly to Europe.⁶²

3. Possible Variations of the Basic Form

- a. Variations of the main clause

Instead of if + present + future, we may have:

1) If + **present** + **may/ might** (possibility)

If the fog gets thicker the plane may/might be diverted. (Perhaps the plane will be diverted).

2) If + **present** + **may** (permission) or can (permission or ability)

If your documents are in order you may/can leave at once.
(permission)

3) If + **present** + **must**, should or any expression of command, request or advice

If you want to lose weight you must/should eat less bread.

If you want to lose weight you had better eat less bread.

If you want to lose weight eat less bread.

If you see Tom tomorrow could you ask him to ring me?

4) If + **present** + **another present tense**

If + two present tenses is used to express automatic or habitual results:

⁶²Grace Widjaja, *Complete English Grammar and The Exercises* (Salatiga: PT Bhuana Ilmu Populer, 2015), p. 362

If you heat ice it turns to water. (will turn also possible).

If there is shortage of any product prices of that product go up.

- 5) When If is used to mean as/since, a variety of tenses can be used in the main clause.

Ann hates London. *If she hates it why does she live there?/ she ought to move out. (if so could replace If she hates it here.) This is not, of course, a true conditional clause.⁶³

4. Variations of the if-clause

Instead of **if + present tense**, we can have:

- a) **If + present tense**, we can have:

If you are waiting for a bus (present action) you'd better join the queue.

If you are looking for Peter (present action) you'll find him upstairs.

If you are staying for another night (future arrangement) I'll ask the manager to give you a better room.

- b) **If + present perfect**

If you have finished dinner I'll ask the waiter for the bill.

If he has written the letter I'll post it.

If they haven't seen the museum we'd better go there today.⁶⁴

⁶³A. J Thompson., et. al. ,*Op. Cit.* p. 201.

⁶⁴*Loc Cit.*

H. Error in Using Conditional Sentence Type I Based on Surface Strategy Taxonomy

There are two things that often used to research in language learning. They are analysis and error. Based on Hornby, analysis is the detailed study of something in order to understand more about it.⁶⁵ Thus, analysis can be used to identify something happened. Moreover, Brown wrote that the fact that learners do make errors, and these errors can be observed, analyzed and classified to reveal something of the system operation within the learner's error called by error analysis.⁶⁶

Based on the explanation above, we can understand that error analysis is an investigation methodology in learning process for analyzing, observing and classifying learner's errors to give us indication in learning process. So, analysis of errors are often used to investigating students' errors in language learning, for instance in using conditional sentence type I.

Conditional sentence type 1 is a sentence that expresses a future-possible condition refers to an action that may or may not take place in the future. The present of the verb is used in the if-clause, and the future tense is used in the main-clause.⁶⁷ In learning process, sometime students make errors in using conditional sentence, especially in conditional sentence type I. So that, to classify the errors can apply surface strategy taxonomy.

⁶⁵ A. S. Hornby, *Oxford Advanced Learner's Dictionary* (6thed) (New York: Oxford University Press, 2000), p. 41.

⁶⁶ H. Douglas Brown, *Op. Cit.* p 206.

⁶⁷ George E. Wishon, Julia M. Burk, *Loc. Cit.* p. 249.

Surface strategy taxonomy is one of the most common taxonomy used in analyzing language errors. According to Dulay, surface strategy taxonomy highlights the way surface structures are altered: learners may omit necessary items or add unnecessary ones; they may misform items or misorder them. In surface strategy taxonomy there are four types of error such as omission, addition, misformation, and misordering.⁶⁸

Example using conditional sentence type I based on surface strategy taxonomy:

1. Omission

Based on Dulay et.al, states that it is characterized by the absence of an item that must appear in well-formed utterance. The writer get conclusion omission is something that has not been include.⁶⁹

- a. Incorrect : If he runs, he get there in time.
Correct : If he runs, he will get there in time
- b. Incorrect :The cat scratch you if you pull her tail.
Correct : The cat will scratch you if you pull her tail.⁷⁰

2. Addition

Addition are the opposite of omission. Addition is characterized by the presence of an item which must not appear in well-formed utterance.

⁶⁸Dulay, et, al., LocCit, p.154.

⁶⁹Heidi, S Dulay, et all.,*Op Cit.* p. 154.

⁷⁰A. J Thompson., et. al. ,*Op. Cit.* p. 200.

There are three types of addition; double marking, regularization, and simple addition.⁷¹

- a. Incorrect : If he runs he will **be gets** there in time.
Correct : If he runs he will get there in time.
- b. Incorrect : The door opens if you press this **a buttons**.
Correct : The door opens if you press this button.
- c. Incorrect : If I have Enough time, I will Watch TV **in this** tonight.
Correct : If I have Enough time, I will Watch TV on tonight.

3. Misformation

Misformation is the use of the wrong form of the morphem or structure.⁷²

There are three types of misformations errors, they are:

a. Regularization

- Incorrect : If he **studied** well and doesn't get nervous, he will make good grades.
- Correct : If he studies well and doesn't get nervous, he will make good grades.

b. Archi form

- Incorrect : If I have **this** books, I will be happy.
- Correct : If I have these books, I will be happy.

c. Alternating form

⁷¹Dulay, et, al., LocCit, p.156.

⁷²*Loc. Cit.*

Incorrect : If I **has** enough money, I will fly to Europe.

Correct : If I have enough money, I will fly to Europe.

4. Misordering

Misordering is the incorrect placement of a morpheme or group of morphemes in an utterance.⁷³

Erroneous :If you visit your brother, you **no will** doubt give my kind regards to him.

Incorrect : If you visit your brother, you will no doubt give my kind regards to him.

Based on explanation above, analysis of errors in using conditional sentence type I based on surface strategy taxonomy has functions to identify and classify the types of error made by students in conditional sentence type I based on surface strategy taxonomy. The researcher will focus to classify students' errors in using conditional sentence type I based on surface strategy taxonomy.

⁷³Ibid., p.162.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used descriptive qualitative research to describe and analyze the students. The goal of this research only want to know whether the students make errors conditional sentence type 1 or not and to know sources of errors. Based on Arikunto, qualitative research is a research procedure which efforts to find out and collects data answer of problem and describes them in the written word.¹

Moreover, Schreiber stated that qualitative research tend to study things in their natural setting, attempting to make sense of or interpret phenomena in terms of the meaning people bring to them.² From the statement above, the researcher considers that qualitative research is the appropriate way to be used.

Therefore, the researcher just saw the phenomenon of the research of the moment at the certain time. In this way, the researcher identified and described the errors that made by students in conditional sentence type1.

¹Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: PT Renika Cipta,2006), p. 12.

²James Schreiber and Kimberly Asner-self, *Educational Research* (New York: John Wiley & Sons, Inc, 2011), p. 10.

B. Research Subject

The subject of this research is twelfth grade of MAN 2 Bandar Lampung. There are four classes of MIPA program in MAN 2 Bandar Lampung, each class consists of 32-35 students and the total of twelfth grade are 137 students. The total of the students in MIPA Program in every class can be seen in the following table:

Table 3
Table 3.1
The Number of Students at the second Semester of the Twelfth
Grade in Science Program of MAN 2 Bandar Lampung
in the academic year of 2019/2020

No	Class`	Gender		Total Students
		Male	Female	
1	XII MIPA 1	12	23	35
2	XII MIPA 2	12	23	35
3	XII MIPA 3	13	21	35
4	XII MIPA 4	12	20	32
Total		50	87	137

(Source: Document of MAN 2 Bandar Lampung)³

In order to get the representative data, the sampling technique of this study is purposive sampling technique. According to Sugiono, purposive sampling is a sampling technique which takes the sample because some causes. Such as the

³The number of students at the second semester of the twelfth grade in science program of MAN 2 Bandar Lampung in the academic year 2019/2020.

researcher has particular purpose towards the sample and very limited time and funding.⁴

The reseacher chose class XII MIPA 4 as the research subject because Miss Eva as English teacher there said that the skill of English and the class got a lowest score based on students' task in conditional sentence type 1.

C. Data Collecting Technique

The first main step in the research is data collecting, because the main purpose is to get the data. There were four kinds to collect data in qualitative research, such as observation, interview, documentation and trialungation/composite.⁵

The researcher used documentation was taken from the students' task of XII MIPA 4 then analyze from their sentences in using conditional sentence type 1. After get the data, the researcher analyzed and classified the error by using surface strategy taxonomy and source of error.

D. Research Instrument

The key instruments used in this research were researcher herself and students' task in the document form. Based on Arikunto, documentation derived from

⁴Sugiono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D* (Bandung: Alfabeta,2015), p. 67.

⁵Sugiono, Op.Cit. p. 224.

the word document means written subject.⁶ It means that the documentation data can be found in the written record of subject.

Furthermore, in this research, researcher became the key instrument in collecting the data. She acted as the planner, data collector, analyst, and reporter of the research findings. It is accordance with Sugiyono who states that in qualitative research the researcher is the key instrument.⁷

In this research, the researcher uses formal documentation. It is student's task in KD (Kompetensi Dasar) conditional sentences that was given by their teacher as the instrument to get the data of error.

E. Research Procedure

The researcher used procedure of collecting data as follows:

1. Asking permission to the Headmaster of MAN 2 Bandar Lampung.
2. Determining the subject of the research.

In this case the subject of the research was the students in XII MIPA 4 of MAN 2 Bandar Lampung by using purposive sampling technique.

3. Determining the focus of the research.

Focused of this research is error of the students in using conditional sentence type

- 1.

⁶Suharsimi Arikunto, *Op Cit.* p. 223.

⁷ Sugiono., *Op Cit.* p. 303.

4. Collecting data of error through documentation from the students' tasks in using conditional sentence type 1.
5. Analyzing the data by identifying, classifying, and calculating the percentage of the data.
6. The results of analysis checked by error analysis lecturer to get the validity of the data.
7. Reporting the result of analysis.

After gaining the data, the research will make the report of the researcher's finding.

F. Trustworthiness the Data

Trustworthiness is an important part of qualitative research in order to make an accurate conclusion. In this research, the researcher will use some methodologies to keep the validity of the data. One of those methodologies is triangulation. According to Setiyadi, triangulation is the combination of two methods or more in collecting the data about the attitude of the subject of the research. The attitude of human being is quite complex, the use of single method in collecting the qualitative data is often not enough.⁸ Validity is the degree of accuracy of the data happens to the subject of research with the power that can be reported by researcher.⁹ It can be said that validity is the degree of accuracy of the data.

⁸Bambang Setiyadi, *Metode Penelitian Untuk Bahasa Asing*, (Yogyakarta: Graha Ilmu 2006), p. 31

⁹Sugiono, *Op.Cit*, p. 267

There are some kinds of triangulation¹⁰:

a. Triangulation of time

Triangulation of time has two form, there are cross-sectional and longitudinal. In cross-sectional, data collection carries out in the same time with the different group but in the longitudinal, data collection carries out from the same group with different time.

b. Triangulation of place

In triangulation place to make the data collection more accurate, it can be done using different place for similar data. It can get the relative result because it collects from some different place.

c. Triangulation of theory

In triangulation of theory, data collection is collected based on different theory or by analyzing some data with different theory.

d. Triangulation of method

In triangulation method the researcher uses different method for collecting similar data.

e. Triangulation of methodology

In triangulation of methodology, the data collects from the some learning process with different approach, namely quantitative and qualitative so the researcher collects the both of data from those approach.

¹⁰Bambang Setiyadi, *Op.Cit*,p.31-32

f. Researcher triangulation

In researcher triangulation, for collecting the same data, it does by some people or several researcher.

In this reseach, the researcher used researcher triangulation to keep the validity of the data. In researcher triangulation, for collecting the same data, it is done by several researcher. So, in this research, the result of this research checked by lecturer of error analysis who has mastered about it. The validity of the data analysis of students' error in using conditional sentence type I depends on the decision of error analysis lecturer. By applying this technique, the researcher expect the result of this research have strong data and accurate conclusion.

G. Data Analysis

In analyzing the students's errors in using conditional sentence type 1, the researcher used some techniques as follows:

1. Collecting data from the students's tasks about conditional sentence type 1.
2. Identifying and classifying the students's conditional sentence type 1 by marking their errors based on surface strategy taxonomy. In this step the researcher will use code: A (Addition), O (Omission), MF (Misformation), and MD (Misordering) The total number of the types of errors will be drawn up in a table and converted into percentages and chart.

3. Identifying and classifying the source of error. The total number of the sources of errors will be drawn up in a table and converted into percentages.
4. Calculating the percentage of each type of students's errors and source of errors by using the following formula.

$$P = \frac{F}{N} \times 100\%$$

P : Percentage

F: Frequency of error's occurrence

N: Number of total errors.¹¹

¹¹Anas Sudijana, *Pengantar Statistik Pendidikan* (Jakarta: PT Raja Grafindo Persada, 2005), p.43.

CHAPTER IV

RESULT AND DISCUSSION

A. Result of the Research

This research was conducted on August, 19th – 23th 2019 at MAN 2 Bandar Lampung. The researcher used the documentation of students' task in using conditional sentence type 1 from the teacher to get the data. There were eight classes of the twelfth grade' students in MAN 2 Bandar Lampung, there were 4 classes for MIPA and 4 classes for IPS. The researcher had chosen thirty two students from XII MIPA 4, but the subject of the research were twenty four because when the researcher took the data there were six students were absent.

In collecting the data, the research identified 240 sentences from twenty four studens in XII MIPA 4 of MAN 2 Bandar Lampung. Then, after checking the students' sentences, the researcher found 309 error items based on surface strategy taxonomy. The researcher also found 242 sources of error based on Richards' theory.

B. Types of Students' Errors in Using Conditional Sentence Type I

According to Dulay, there are four types of surface strategy taxonomy as follow Omission Error (OE), Addition Error (AE), Misformation Error (MFE), and Misordering Error (MOE). Following are several samples of

students' error in using conditional sentence type I. The types of students error can be seen in Appendix 5.

a. The Data of Students' Omission Error

Omission errors are characterized by the absence of an item which must appear in a well formed utterance. In this research, the researcher found 104 items of omission errors. The following data presents the samples of the errors committed by the students. Therefore, the whole of data omission errors can be seen in Appendix 5.

Table 4
Table 4.1
Examples of Students' Omission Errors

No	The Students' Errors	Explanation	Corrections
1	If I save a lot money, I will become a rich person.	The word " <i>of</i> " should be added after " <i>a lot</i> ".	If I save a lot of money, I will become a rich person.
2	If am stress, I will become humble.	The word "I" should be added after to be " <i>am</i> ".	If I am stress, I will become humble.
3	If I am not study hard, Will be stupid	The word "I" as a subject should be added after modal " <i>will</i> ".	If I am not study hard, I will be stupid.

4	If am study hard, I will be a smart student.	The word “I” should be added before “study”.	If I study hard, I will be a smart student.
5	If am not finished hame work, I will get punishment.	The word “I” as a subject should be added after “if”.	If I don’t finish homework, I will get punishment.
6	If Sita pray to Allah, she loved by God.	The word “will” as a modal should be added before verb “love”.	If Sita prays to Allah, she will be loved by God.
7	If I become rich, I will happy.	The word “be” should be added after modal “will”	If I become rich, I will be happy.
8	If you try your best, you will succeded	The word “be” should be added after modal “will”	If you try your best, you will be success.
9	If you pray everyday, God bless you	The word “will” should be added after “God”	If you pray everyday, God will bless you.
10	If I finishes task, I will happy	The word “be” should be added after modal “will”	If I finish task, I will be happy

b. The Data of Students' Addition Errors

Addition errors are characterized by the presence of an extra item which must not appear in a well-formed utterance. In this research, the students added unnecessary item in the form of the documentation and there were 23 items of addition errors. The following data presents of examples of errors when they used conditional sentences type I. Therefore, the whole data addition errors can be seen in Appendix 5.

Table 4.2
Examples of Students' Addition Errors

No	The Students' Errors	Explanation	Corrections
1	If you have finishes your task, you will get a gift from your teacher.	Addition of "have", it should be omitted.	If you finish your task, you will get a gift from your teacher.
2	If my father work is finishes, I will make some coffee for us.	Addition of "is", it should be omitted.	If my father finishes his work, I will make some coffee for him.
3	If I smart student, I will be get get good score in the test.	Addition of "be", it should be omitted.	If I am smart student, I will get good score in the test.

4	If I study really I really wait go up to class.	Addition of “I really wait”, it should be omitted.	If I really study, I will go up to the next class.
5	If I finishes eating, I’m will be full.	Addition of “am”, it should be omitted.	If I finish eating, I will be full.
6	If I pray to Allah, I will to give the best something.	Addition of “to”, it should be omitted.	If I pray to Allah, I will be given the best something.
7	If mother buy a some , she will give me.	Addition of “a” it should be omitted.	If mother buys some + O (fruit) ,she will give me.
8	If you want get good score,you must hard study.	Addition of “want”, it should be omitted.	If you study hard, you will get good score.
9	If brother be pillot , he’s will be rich.	Addition of “is”, it should be omitted.	If mybrother become a pilot, he will be rich.
10	If mother buy a some , she will give me.	Addition of “a”, it should be omitted.	If mother buy some apples, she will give me.

c. The Data of Students' Misformation Errors

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. In this research, the students did misformation error in using conditional sentence type I. It had found that there were 165 items of misformation errors, see appendix 5 for the whole data of misformation errors. The following data presents samples of the misformation errors when the students making type I of conditional sentence. Therefore, the whole data misformation errors can be seen in Appendix 5.

Table 4.3
Examples of Students' Misformation Errors

No	The Students' Errors	Explanation	Corrections
1	If he prayed diligently, Allah will grant his prayer.	The word "prayed" should be replaced by "prays"	If he prays diligently.
2	If he drives with speed , he will get an accident.	The words "with speed" should be replaced by "fastly"	If he drives fastly , he will get an accident.
3	If I am stress, I am become	The words "am" should be replaced by "	If I am stress, I will become
4	If I am not study hard, I	The words "am	If I don't study hard, I will be

	will be stupid.	not” should be replaced by “don’t”	stupid.
5	If I need something, I will buy it on the market.	The words “on” should be replaced by “in”	If I need something, I will buy it in the market.
6	If am not finished homework, I will get punishment.	The words “finished” and “homework” should be replaced by “finish” and “homework”	If I don’t finish homework, I will get punishment.
7	If Jeki make shirt, he will try to sew.	The words “make” should be replaced by “makes”	If Jeki makes a shirt, he will try to sew.
8	If we don’t save we file, our file will lost.	The words “we” should be replaced by “our”	If we don’t save our file, our file will lost.
9	If you try you best, you will be success .	The words “you”	If you try your best, you will be

		should be replaced by “your”	success.
10	If I can drives a car, I will drive to beach.	The words “drives” should be replaced by “drive”	If I can drive a car, I will drive to beach.

d. The Data of Students’ Misordering Errors

Misordering Errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. In this research, the students did misordering in their sentence of conditional sentence type I. It had found there were 17 items of misordering errors. The following data were the sample of errors in making type I of conditional sentences. Therefore, the whole data misordering errors can be seen in Appendix 5.

Table 4.4
Examples of Students’ Misordering Errors

No	The Students’ Errors	Explanation	Corrections
1	If I become smart, wel will parents happy	Incorrect placement of subject “parents” should be placed before “will”.	If I become smart, my parents will be happy

2	If my father work is finishes, I will make some coffee for us.	Incorrect placement of “my father work is finishes” should be placed after “my father finishes his work”.	If my father finishes his work , I will make some coffee for him.
3	If my handphone want to get to teacher , I am save it.	Incorrect placement of subject “teacher” should be placed before “wants to”	If the teacher wants to take my handphone , I will save it.
4	If am not fast drivers I am be late to school.	Incorrect placement of adjective “fast” should be placed after “drive”	If I doesn’t drive fast , I will be late to school.
5	If finishes real a good a my song	Incorrect placement of adjective “good” should be	If <i>I</i> finishes <i>to make my good song</i> , <i>I</i> will <i>upload it to</i>

		replaced after “my”.	<i>youtube.</i>
6	If I data save in computery's room school,(...)	Incorrect placement of noun “data” should be replaced after “save”.	If I save the data in school's computer, <i>I will</i> <i>lost the data.</i>
7	If get he, I will be carefull (...)	Incorrect placement of verb “get” should be replaced after “he”.	If he gets a new <i>handphone</i> , he will be carefull <i>to use that.</i>
8	If you want get good score,you must hard study.	Incorrect placement of conditional sentence “ if you study hard” should be replace before main clause “you will get	If you study hard, you will get good score.

		good score”	
9	If you want to be succes, don't forget to pray.	Incorrct placement of conditional sentence “if you don't forget to pray” before main clause “you will be success”.	If you don't forget to pray, you will be success.
10	If she want buy a car, she must have a money.	Incorrect placement of conditional sentence “if she has money” should be replaced before main clause “she will buy a car”.	If she has money, she will buy a car.

Table 4.5
The classification of the Errors Committed by Each Students

Sample Number of Students	Kind of Students' Sentence Error				Σ Errors
	O	A	MF	MO	
S1	2	1	2	-	5
S2	13	3	19	2	37
S3	3	-	4		7
S4	-	1	5	1	7
S5	6	1	3	1	11
S6	10	-	15	-	25
S7	4	-	6	-	10
S8	6	2	10	1	19
S9	7	-	4	-	11
S10	3	1	4	-	8
S11	7		11	2	20
S12	9	1	8	4	22
S13	2		1	-	3
S14	5	1	6	1	13
S15	-	1	6	-	7
S16	1	-	8	-	9
S17	3	-	-	-	3
S18	1	1	8	-	10
S19	1	-	5	-	6
S20	3	-	16	-	19
S21	4	1	6	4	15
S22	3	2	4	-	9
S23	5	6	6	-	17
S24	6	1	8	1	16
Σ Errors	104	23	165	17	309

Source : Data Analysis

Explanation:

OE : Omission Errors

A : Addition Errors

MF : Misformation Errors

MO : Misordering Errors

C. The Percentage of Students' Errors in Using Conditional Sentence

Type 1

Based on the data above, the researcher calculated the percentage of errors.

In this research, the researcher used the following formula: $P = \frac{F}{N} \times 100\%$

Explanation :

P : Percentage

F: Frequency of error's occurrence

N: Number of total errors.

The following tables is the frequency of students' error based on surface strategy taxonomy:

Table 4.6
The Proportion of Students' Error

No	Error Types	Frequency of Errors	Percentage
1	Omission	104	33.65
2	Addition	23	7.45%
3	Misformation	165	53.40%
4	Misordering	17	5.5%
Total		309 Items	100%

From the data above, the total number of errors is 308 items. They were 104 items of omission error , 23 items of addition errors, 165 of misformation errors, and 17 items of misordering errors. Based on the data,

the highest percentage of errors is misinformation errors with 53.40%. The lowest percentage is misordering errors with 5.5%, while the other types were omission errors with 33.65% and addition errors with 7.45%.

D. The Source of Error

In this part, the researcher discussed about the finding of error analysis of students in using conditional sentence type 1 of the twelfth grade at the first semester at MAN 2 Bandar Lampung in the academic year of 2019/2020.

The students' task is a documentation that was analyzed based on surface strategy taxonomy. The researcher analyzed the data and classified them into types of error. It was found that the highest error made by students based on surface strategy taxonomy was misinformation.

Beside the types of error, the researcher also analyzed source of students' errors that was caused them in omitting the errors. The researcher found those sources of error based on interviews students and Richards' theory. The researcher identified them by drawing a table for making easy to analyze the sources of error. The following data were the sample of sources of error in making type I of conditional sentences.

Table 4.7
Sources of Error

No	The Student's Errors	Corrections	Source of Error
1	If you buy lots of clotes , you will get a discount.	If you buy lots of clothes , you will get a discount.	Overgeneralization
2	If you have finishes your task, you will get a gift from your teacher.	If you finish your task, you will get a gift from your teacher.	False concept hyphotesized
3	If he prayed diligently, Allah would grant his prayer.	If he prays diligently, Allah will grant his prayer.	Overgeneralization
4	If he drives with speed , then he will crach.	If he drives fastly , then he will get an accident.	False concept hyphotesized
5	If he drives with speed, then he will crach .	If he drives fastly, then he will get an accident .	Overgeneralization
6	If I save a lot money, I will become a rich person.	If I save a lot of money, I will become a rich person.	Incomplete application of rules
7	If am stress, I am become humble.	If I am stress, I will become humble.	Incomplete application of rules
8	If I am not study hard, will be stupid.	If I don't study hard, I will be stupid	Overgeneralization
9	If ^ am not finished hame work, I will get punishment.	If I don't finish homework, I will get punishment.	Incomplete application of rules
10	If Jeki make shirt, he will try to sew.	If Jeki makes a shirt, he will try to sew.	Overgeneralization

In order to provide clear description of carelessness, first language interference and translation, the researcher presented the data sources of error. It can be seen in appendix 6.

Table 4.8
**The Classification of the Sources Errors Committed
by Each Students**

Sample Number of Students	Sources of Error				Σ Frequency
	O	IAR	IRR	FCH	
S1	1	1	1	3	6
S2	4	7	3	4	18
S3	4	2	-	-	6

S4	5	4	-	1	10
S5	2	-	-	1	3
S6	3	5	5	1	14
S7	3	3	-	1	7
S8	2	3	4	3	12
S9	3	3	-	-	6
S10	4	2	1	-	7
S11	6	2	2	-	10
S12	5	4	7	1	17
S13	2	2	-	-	4
S14	7	5	1	1	14
S15	7	-	-	-	7
S16	8	1	-	-	9
S17	-	2	-	-	2
S18	9	1	-	-	10
S19	6	-	-	-	6
S20	17	2	-	-	19
S21	7	4	-	-	11
S22	5	3	4	-	12
S23	16	-	-	1	17
S24	11	3	1	1	16
Σ Errors	134	59	31	18	242

Source : Data Analysis

Explanation :

O : Overgeneralization

IAR : Incomplete Application of Rules

IRR : Ignorance of Rules Restriction

FCH : False Concept Hyphotesized

Table 4.9**The Proportion of Source of Errors**

No	Sources of Error	Frequency	Percentage %
1	Overgeneralization	134	55.38%
2	Incomplete Application of Rules	59	24.39%
3	Ignorance of Rules Restriction	31	12.80%
4	False Concept Hyphotesized	18	7.43%
Total		242	100%

E. Discussion of Finding

The errors were classified based on surface strategy taxonomy which consists of omission, addition, misinformation, and misordering. After identifying and classifying the types of errors, then the proportions (frequency and percentage) were determined.

Based on the result of the research above, the researcher found that from 24 students, there are 309 items of errors. The highest frequency of errors made by students in using conditional sentence type 1 based on surface strategy taxonomy is misinformation with 53.40%, meanwhile the lowest one is misordering with 5.5%. Then other types of errors are omission with 33.65% and addition with 7.45%.

Meanwhile, from 24 students of XII MIPA 4. The researcher found the sources of error. There are 242 items of sources of errors. The highest frequency of sources of errors are overgeneralization with 55.38%,

meanwhile the lowest one is false concept hyphotesized with 7.43%. Then the other types of error is incomplete application of rules with 24.39% and ignorance of rules restriction with 12.80%.

CHAPTER V

CONCLUSION AND SUGGESTION

After collecting the data and analyzing the result of the research, the researcher got the conclusions and suggestion in an analysis students' error in using conditional sentence type I.

A. Conclusion

Based on the data analysis of students' error in using conditional sentence type I based on surface strategy taxonomy, the researcher concluded the type of errors were usually made by the twelfth grade students of XII MIPA 4 at the first semester of MAN Bandar Lampung in academic year of 2019/2020. They were omission, addition, misinformation, and misordering. The total number of errors by 24 students were 308 items.

Moreover, from 309 items of errors the proportions (frequency and percentage) of the students' error in making conditional sentence type 1 are omission errors with 104 items or 33.65% , addition errors with 23 items or 7.45%, misinformation errors with 165 items or 53.40%, and misordering errors with 17 items or 5.5%. Therefore, the result of the research shows that misinformation errors are the highest error that made by students.

After analyzing each types of errors found in conditional sentence type 1, the researcher also found some sources of error based on Richards' theory. There are 242 items of sources of errors. The highest frequency of sources of

errors are overgeneralization with 55.38%, meanwhile the lowest one is false concept hyphotesized with 7.43%. Then the other types of error is incomplete application of rules with 24.39% and ignorance of rules restriction with 12.80%.

B. Suggestion

Based on the conclusion above, the researcher tries to ive suggestions as follows:

1. For the English Teacher

By knowing the students' errors in conditional sentence type 1, the teacher should explain as clear as possible all of the types of conditional sentence, not only the meaning and formula but also the usage. So, the students will more understand and do a little error in using each types of conditional sentences. In addition, the teacher should give more attention to the students' and make class more comfortable. Thus the students' can enjoy the class and the teacher may give a new method to the students' to make the students interest adn easy to comprehend the material.

2. For the Students

The students should pay more attention ad be more active in learning process. The researcher hopes the students try to speak English during English class. Because with practice, it can make the students good in English. Moreover, the students have to can using grammar well. The

students can learn English through speaking, listening, reading, and writing.

3. `For the Other Researcher

This research is far from being perfect. It is necessary to the other researcher to conduct further research in other grammatical pattern. The researcher hopes that the other researcher can discuss and analyze the students' error deeply.

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Appendix 1 Sample of the Research

Data of Sample

No	Name	Class	Male/Female
1	A.N.Y.	XII MIPA 4	P
2	A.A.	XII MIPA 4	L
3	A.A.G.	XII MIPA 4	P
4	A.M.B.	XII MIPA 4	P
5	C.A.S.	XII MIPA 4	P
6	D.R.M.	XII MIPA 4	L
7	D.P.Y.	XII MIPA 4	L
8	F.A.H.	XII MIPA 4	L
9	F.S.	XII MIPA 4	P
10	H.B.R	XII MIPA 4	P
11	I.B.P.	XII MIPA 4	L
12	J.B.P.	XII MIPA 4	L
13	K.K..	XII MIPA 4	P
14	L.M.W.	XII MIPA 4	P
15	L.D.K.	XII MIPA 4	P
16	M.E.W	XII MIPA 4	P
17	M.A.A.	XII MIPA 4	L
18	M.H.B.	XII MIPA 4	L
19	M.A.	XII MIPA 4	L

20	M.W.	XII MIPA 4	P
21	N.A.	XII MIPA 4	P
22	N.S.	XII MIPA 4	P
23	P.E.F.	XII MIPA 4	P
24	P.S.	XII MIPA 4	P
25	R.A.F	XII MIPA 4	L
26	R.A..	XII MIPA 4	P
27	S.E.A.	XII MIPA 4	P
28	S.K.	XII MIPA 4	L
29	S.R.	XII MIPA 4	P
30	S.N.	XII MIPA 4	P
31	S.N.	XII MIPA 4	P
32	T.K.	XII MIPA 4	L

Appendix 2

SILABUS SMA/MA

MATA PELAJARAN : BAHASA INGGRIS - WAJIB

Kelas : XII

Kompetensi Inti :

KI 3: Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI4: Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan

1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan	<p>Teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian dan perintah/saran</p> <p><i>Fungsi sosial</i></p> <p>Menyatakan dan menanyakan pengandaian dan perintah/saran untuk</p>	<p>MENGAMATI</p> <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat pengandaian dan perintah/saran, dalam berbagai konteks. Siswa mengikuti interaksi tentang pengandaian dan perintah/saran selama 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial pengandaian dan perintah/saran Tingkat kelengkapan dan runtutan struktur teks pengandaian dan perintah/saran 	1 x 2 JP	<p>Suara guru</p> <p>Audio CD/ kaset</p> <p>www.dailyenglish.com</p> <p>http://americanenglish.state.gov/files/ae/resource_files</p> <p>http://learnenglish.britishcouncil.org/en/</p>
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<p>kandala msemangat belajar</p> <p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan</p>	<p>menyarkan dan memerintah.</p> <p><i>Struktur teks</i></p> <p>If you want to pass the exam, why don't you study hard? If you want to be a chef, join cooking academy. If you want to make your cake look gorgeous, put some cherry on it.</p> <p><i>Unsur kebahasaan</i></p> <p>Kalimat imperatif diawali If.. ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.</p>	<p>proses pembelajaran, dengan bimbingan guru.</p> <ul style="list-style-type: none"> Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan pengandaian diikutiperintah/saran Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan pengandaian diikutiperintah/saran (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>MEMPERTANYAKAN</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar</p>	<p>ntah/saran</p> <ul style="list-style-type: none"> Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi Tingkat kesesuaian format penulisan/ penyampaian <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pengandaian 		
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guru dan teman.	<i>Topik</i>	berbagai ungkapan pengandaian diikuti perintah/saran yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.	ndiikuti perintah/saran		
3.7. Meng analisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian diikuti oleh perintah/saran, sesuai dengan konteks penggunaannya.	Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.	Mengeksplorasi a. Siswa menyatakan dan menanyakan pengandaian diikuti perintah/saran dalam bahasa Inggris dalam konteks <i>simulasi</i> , <i>role-play</i> , dan kegiatan lain yang terstruktur. b. Siswa berusaha menyatakan dan	<ul style="list-style-type: none"> Ketepatan dan kesesuaian dalam menggunakan struktur dan unsur kebahasaan dalam ungkapan perintah/saran Pengamatan (observations): Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Saran penilaian: <ul style="list-style-type: none"> Upaya menggunakan 		
4.14. Menyusun teks					

<p>slisand antulis untuk menya takand anmen anyaka ntenta ngpen gandai andiik utiperi ntah/sa ran, dengan memp erhatik anfung sisosia l, struktu rteks, danuns urkeba hasaan yang benard ansesu aikont eks.</p>		<p>menanyaka n pengandaia ndiikutiperi ntah/saran dalam bahasa Inggris dalam proses pembelajara n.</p> <p>MENGASOSIAS I</p> <ul style="list-style-type: none"> • Siswa membandi ngkan ungkapan pengandai andiikutip erintah/sar an yang telah dipelajari dengan ungkapan- ungkapan lainnya. • Siswa membandi ngkan antara ungkapan pengandai andiikutip erintah/sar an dalam bahasa Inggris dengan ungkapan pengandai andiikutip erintah/sar an dalam 	<p>bahasa Inggris untuk menya mpaik andan menan yakan penga ndaian diikuti perinta h/sara n</p> <ul style="list-style-type: none"> • Perilak ujujur, disipli n, percay a diri, dan bertan ggung jawab, dalam melaks anakan komun ikasi • Kesun gguha nsiswa dalam proses pembe lajaran dalams etiapta hapan 		
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		<p>bahasa ibu atau bahasa Indonesia.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyatakan dan menanyakan pengandaian diikuti perintah/saran dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan pengandaian diikuti perintah/saran dalam jurnal belajarnya. 			
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Appendix 3

Interview Guidelines for the English Teacher in the Pre-Research

Interviewer : Shiva Shania

Responden : Eva Yani, S.Pd.

Location of Interview: MAN 2 Bandar Lampung

Interview Topic : Conditional Sentence Type 1

1. How are the students' grammar ability in class XII MIPA?
2. What are the difficulties that the students mostly make in grammar material about conditional sentence especially in using type one of conditional sentences?
3. Can the students distinguish the type of conditional sentence 1,2 and 3?
4. Can the students use and make conditional sentence type 1?

Appendix 3A

Transcript of Interview

Interviewer : Shiva Shania

Respondent : Eva Yani, S.Pd.

Date of Interview : January 14th, 2019

Start Time of Interview : 10.30 pm

End Time of. Interview : 11.00 pm

Location : MAN 2 Bandar Lampung

Interview Topic : Conditional Sentence Type 1

Shiva : Hello mrs Eva, good afternoon, how are you today?

Mrs Eva : Yeah, good afternoon. I'm very well. How about you?

Shiva : I'm fine mrs. Hmm .. The first, I wanna say thank you, that mrs Eva wanna give your time to me. And The second, on this occasion, I'm here wanna ask you some question about teaching English in MAN 2 Bandar Lampung.

Mrs Eva : Yeah, of course.

Shiva : How long have you been teaching in twelve grade of MAN 2 Bandar Lampung?

- Mrs Eva : I've been teaching in MAN 2 Bandar Lampung since 1999. But actually I thought English in MAN 2 Bandar Lampung since 1997.
- Shiva : How many classes that you teach in twelve grade in this year?
- Mrs Eva : Actually, I teaches 5 class. But I teaches 4 obligation classes. Those are XII MIPA 1 until XII MIPA 4.
- Shiva : And then, how about the students' grammar ability in class XII MIPA?
- Mrs Eva : I think, they are still lack of grammar. They still need learn more about grammar. The knowledge about grammar in English is very lack I think. Especially in this material about conditional sentence. There are still confused about the form type 1 until 3.
- Shiva : What are the difficulties that the students mostly make in grammar material about conditional sentence especially in using type one of conditional sentences?
- Mrs Eva : I think, their problem is in types of tenses. We know that so many tenses in English. And the students still lack and hard to learn tenses. Even in simple form like simple present tense in conditional sentence type 1. For XII MIPA 1 and 2, I think they are good enough in English, although still some students make errors. But In XII MIPA 3 and 4, they still lack in English especially about

structure in conditional sentence. and they still confused to differentiate about verbs.

Shiva : Can the students distinguish the type of conditional sentence 1,2 and 3?

Mrs Eva : Like I said before, they still confused about conditional sentence. Even in conditional sentence type 1, with the simple form I think, they still do errors in their exercises.

Shiva : Can the students use and make sentence in conditional sentence type 1?

Mrs Eva : Hmm for conditional sentence. in XII MIPA 1 and 2 its okey, but in MIPA 3 there are some students make errors in conditional sentence type 1 especially in MIPA 4. So many students still can't make sentences in type 1.

Shiva : So, how do you do to make the students understand about conditional sentences ?

Mrs Eva : I usually asked them to make sentences in conditional sentences one by one, so they can more understand.

Shiva : Okey miss, thank you for the answer. I hope this interview can help me to make my research about conditional sentence.

Mrs Eva : Yes, you're welcome shiva.

Appendix 3B

The Result of Interview

Question	Answer
How about the students' grammar ability in class XII MIPA?	I think, they are still lack of grammar. They still need learn more about grammar. The knowledge about grammar in English is very lack I think. Especially in this material about conditional sentence. There are still confused about the form type 1 until 3.
What are the difficulties that the students mostly make in grammar material about conditional sentence especially in using type one of conditional sentences?	I think, their problem is in types of tenses. We know that so many tenses in English. And the students still lack and hard to learn tenses. Even in simple form like simple present tense in conditional sentence type 1. For XII MIPA 1 and 2, I think they are good enough in English, although still some students make errors. But In XII MIPA 3 and 4, they still lack in English especially about structure in conditional

	sentence. and they still confused to differentiate about verbs.
Can the students use and make sentence in conditional sentence type 1?	Hmm for conditional sentence. in XII MIPA 1 and 2 its okey, but in MIPA 3 there are some students make errors in conditional sentence type 1 especially in MIPA 4. So many students still can't make sentences in type 1.
Can the students distinguish the type of conditional sentence 1,2 and 3?	Like I said before, they still confused about conditional sentence. Even in conditional sentence type 1, with the simple form I think, they still do errors in their exercises.

Appendix 4

Interview Guidelines for the Students

Interviewer : Shiva Shania

Responden : Students of XII MIPA 4

Location : XII MIPA 4

1. Menurutkamu, hal apa yang membuat kamu sulit memahami pelajaran Bahasa Inggris? Berikan alasannya
2. Bagaimana cara belajar yang kamu sukai dalam mata pelajaran Bahasa Inggris?
3. Apakah kamu mengalami kesulitan dalam mempelajari Conditional sentence? Berikan alasannya

Answers :

Student 1

1. Semuanya sulit, saya tidak paham macam-macam tenses dan saya tidak paham grammar di Bahasa Inggris. Dan juga kebanyakan kata-kata yang tidak saya mengerti.
2. Kalau ada gamesnya dan yang gak ngebosenin.
3. Iya saya sedikit paham, tapi karna bentuk tensesnya beda-beda mangkanya saya suka bingung.

Student 2

1. Terasa sulit karna saya gatau artinya.
2. Menyenangkan kalau gurunya juga gak bikin ngantuk, dan paling suka kalau ada gamesnya.
3. Iya saya bingung kalau ada kalimat yang diubah-ubah. Banyak vocabulary yang belum saya ketahui artinya.

Student 3

1. Iya sulit sekali.
2. Saya suka belajar bahasa inggris kalo ada video kalau tidak dari film barat.
3. Sulit, saya paham saat menuliskan tenses dalam bahasa Indonesianya. Tapi saat saya mentranslatenya kebahasa Inggris sulit sekali.

Appendix 4A

The Result of Interview

Question	Answer
Menurut kamu, hal apa yang membuatmu sulit memahami pelajaran Bahasa Inggris? Berikan alasannya	Semuanya sulit, saya tidak paham macam-macam tenses dan saya tidak paham grammar di Bahasa Inggris. Dan juga kebanyakan kata-kata yang tidak saya mengerti.
	Terasa sulit karna saya gatau artinya.
	Iya sulit sekali.
Bagaimana cara belajar yang kamu sukai dalam mata pelajaran Bahasa Inggris?	Kalau ada gamesnya dan yang gak ngebosenin.
	Menyenangkan kalau gurunya juga gak bikin mengantuk, dan paling suka kalau ada gamesnya.
	Saya suka belajar bahasa Inggris kalau ada video kalau tidak dari film barat.
Apakah kamu mengalami kesulitan dalam mempelajari Conditional sentence? Berikan alasannya	Iya saya sedikit paham, tapi karna bentuk tensesnya beda-beda mangkanya saya suka bingung.
	Iya saya bingung kalau ada kalimat

	yang diubah-ubah. Banyak vocabulary yang belum saya ketahui artinya.
	Sulit, saya paham saat menuliskan tenses dalam bahasa Indonesianya. Tapi saat saya mentranslatenya kebahasa Inggris sulit sekali.

Appendix 5

The Data of Errors

Student 1

No	The Student's Errors	Corrections	Types of Error
3	If you buy lots of clotes , you will get a discount.	If you buy lots of clothes , you will get a discount.	O
4	If you have finishes your task, you will get a gift from your teacher.	If you finish your task, you will get a gift from your teacher.	A
7	If he prayed diligently, Allah would grant his prayer.	If he prays diligently, Allah will grant his prayer.	MF
8	If he drives with speed , then he will crash.	If he drives fastly , then he will get an accident.	MF
	If he drives with speed, then he will crash .	If he drives fastly , then he will get an accident .	MF
10	If I save a lot money, I will become a rich person.	If I save a lot of money, I will become a rich person.	O

Student 2

No	The Student's Errors	Corrections	Types of Error
1	If am stress, I am become humle.	If I am stress, I will become humle.	O
	If am stress, I am become humle.	If I am stress, I will become humle.	MF
	If am stress, I am become humle .	If I am stress, I will become humble .	MF
2	If I am not study hard, will be stupid.	If I don't study hard, I will be stupid	MF
	If I am not study hard, will be stupid.	If I don't study hard, I will be stupid	O
3	He buying skin PUBG in Lazada.	If he buys PUBG's skin in Lazada, <i>he will get discount 50%.</i>	O
	He buying skin PUBG in Lazada.	If he buys PUBG's skin, <i>he will get discount 50%.</i>	MF
	He buyingskin PUBG in Lazada.	If he buys PUBG's skin , <i>he will get discount 50%.</i>	MO
	He buying skin PUBG in Lazada.	If he buys PUBG's skin, <i>he will get discount 50%.</i>	O
4	If am not finished hame work, we will panishmen.	If I don't finish homework, I will get punishment.	O
	If am not finished hame work, we will panishmen.	If Idon't finish homework, I will get punishment.	MF
	If am not finished hame work, we will panishmen.	If I don't finish homework, I will get punishment.	MF
	If am not finished hame work , we will panishmen.	If I don't finish homework , I will get punishment.	MF
	If am not finished hame work, we will panishmen.	If I don't finish homework, I will get punishment.	O

	If am not finishedhame work, we will panishmen .	If I don't finish homework, I will get punishment .	MF
5	If Jeki make shirt, he will try menjahid.	If Jeki makes a shirt, he will try to sew.	MF
	If Jeki make shirt, he will try menjahid.	If Jeki makes a shirt, he will try to sew.	O
	If Jeki make shirt, he will try menjahid .	If Jeki makes a shirt, he will try to sew .	MF
	If Jeki make shirt, he will try menjahid .	If Jeki makes a shirt, he will try to sew.	O
7	I'm pray everyday in masque, I will be good person.	If I pray in mosque everyday, I will be a good person.	O
	I'm pray everyday in masque, I will be good person.	If I pray in mosque everyday, I will be a good person.	A
	I'm pray everyday in masque , I will be good person.	If I pray in mosque everyday, I will be a good person.	MF
	I'm pray everyday in masque, I will be good person.	If I pray in mosque everyday, I will be a good person.	O
	I'm pray everyday in masque, I will be good person.	If I pray in mosque everyday , I will be a good person.	MO
8	If am not fast drivers aim be late to school	If I don't drive fast, I will be late to school.	MF
	If am not fast drivers aim be late to school	If I don't drive fast, I will be late to school.	O
	If am not fast drivers aim be late to school	If I don't drive fast, I will be late to school.	A
	If am not fast drivers aim be late to school	If I don't drive fast, I will be late to school.	MF
	If am not fast drivers aim be late to school	If I don't drivefast , I will be late to school.	MO
	If am not fast drivers aim be late to school	If I don't drivefast , I will be late to school.	MF
9	If Winar in class, I will bycycle from my partner	If Winar is in the class, I will ride bicycle with my partner.	O
	If Winar in class, I will bycycle from my partner	If Winar is in the class, I will ride bicycle with my partner.	O
	If Winar in class, I will bycycle from my partner	If Winar is in the class, I will ride bicycle with my partner.	MF
	If Winar in class, I will bycycle from my partner	If Winar is in the class, I will ride bicycle with my partner.	MF
10	If we don't save we file, Wes file will be gone.	If we don't save our file, our file will lost, our file will lost.	MF
	If we don't save we file, Wes file will be gone	If we don't save our file, our file will lost, Our file will lost.	MF + MF

Student 3

No	The Student's Errors	Corrections	Types of Error
1	If I become rich, I will happy.	If I become rich, I will be happy	O
5	If you try you best, you will succeded.	If you try your best, you will be success .	MF
	If you try you best, you will	If you try your best, you will be	MF

	succesed.	success.	
	If you try you best, you will succesed.	If you try your best, you will besuccess.	O
7	If you pray everyday, God bless you	If you pray everyday, God will bless you	O
8	If I can drives a car, I will drive to beach.	If I can drive a car, I will drive to beach.	MF
9	If I get a money, I will buy that book.	If I get some money, I will buy that book.	MF
10	If I save a money, I will buy a car.	If I save some money, I will buy a car.	MF

Student 4

No	The Student's Errors	Corrections	Types of Error
2	If I have enough maney , I will study in USE.	If I have enough money , I will study in USA .	MF
	If I have enough maney, I will study in USE .	If I have enough money, I will study in USA .	MF
3	If my brother have a new house, I will buy a kitchen table for us	If my brother have a new house, I will buy a kitchen table for him .	MF
4	If my father work is finishes, I will make some coffee for us.	If my father finishes his work, I will make some coffee for him.	A
	If my father work is finishes, I will make some coffee for us.	If my father finishes his work , I will make some coffee for him.	MO
	If my father work is finishes, I will make some coffee for us .	If my father finishes his work, I will make some coffee for him .	MF
5	If I fell from bicycle, I will try again.	If I fall from bicycle, I will try again.	MF

Student 5

No	The Student's Errors	Corrections	Types of Error
1	If I become smart, wel will parents happy	If I become smart, my parents will be happy	MF
	If I become smart, wel will parents happy		A
	If I become smart, wel will parents happy	If I become smart, my parents will be happy	MO
	If I become smart, wel will parents happy	If I become smart, my parents will be happy	O
	If I become smart, wel will parents happy	If I become smart, my parents will be happy	O
3	If mother buy apple, we will be happy.	If mother buys an apple, we will be happy.	MF
	If mother buy apple, we will be happy.	If mother buys an apple, we will be happy.	O
4	If I finishe task, I will happy.	If I finish task, I will be happy	MF
	If I finishe task, I will happy.	If I finish task, I will be happy	O
5	If I try make cake, I will give it	If I try make a cake, I will give	O

	to my boyfriend.	it to my boyfriend.	
6	If I arrive garden, I will pick vegetable.	If I arriveto garden, I will pick vegetable.	O

Student 6

No	The Student's Errors	Corrections	Types of Error
1	If I am Stress, I am be hamble.	If I am stress, I will be humble.	MF
	If I am Stress, I am be hamble .	If I am stress, I will be humble .	MF
2	If Alif stupid, he study	If Alif is stupid, he will study <i>hard</i> .	O
		If Alif is stupid, he will study <i>hard</i> .	O
5	If Julian make shirt, he will try menjahit	If Julian makes a shirt, he will try to sew.	O
	If Julian make shirt, he will try menjahit	If Julian makes a shirt, he will try to sew .	MF
	If Julian make shirt, he will try menjahit	If Julian makes a shirt, he will try to sew.	O
6	If I wi, I arrive		O + MF
7	If I stress, I pray in mosque	If I am stress, I will pray in mosque.	O
	If I stress, I pray in mosque	If I amstress, I will pray in mosque.	O
9	If I winner in class, I will get bike cicle from my father	If I'm the winner in the class, I will get a bicycle from my father.	O
	If I winner in class , I will get bike cicle from my father	If I'm the winner in the class , I will get a bicycle from my father.	O
	If I winner in class, I will get bike cicle from my father	If I'm the winner in the class, I will get a bicycle from my father.	O
	If I winner in class, I will get bike cicle from my father	If I'm the winner in the class, I will get a bicycle from my father.	MF
10	I I want video, I will save in HP.	If I take a video, I will save in HP.	MF
	I I want video, I will save in HP.	If I take a video, I will save in HP.	MF
	I I want video, I will save in HP.	If I take a video, I will save in HP.	O

Student 7

No	The Student's Errors	Corrections	Types of Error
1	If I become doctor, I will build a hospital.	If I become a doctor, I will buld a hospital.	O
2	If I study, I will smart.	If I study, I will be smart.	O
3	If he buy car, he will make	If he buys a car, he will make	O

	thankgiving.	thanksgiving.	
	If he buy car, he will make thankgiving.	If he buys a car, he will make thanksgiving.	MF
	If he buy car, he will make thankgiving .	If he buys a car, he will make thanksgiving .	MF
5	If she try , she will can.	If she tries again, she will <i>do the best</i> .	MF
	If she try , she will can.	If she tries again, she will <i>do the best</i> .	MF
	If she try, she will can .	If she tries again, she will <i>do the best</i> .	A
7	If Sita pray to Allah, she loved by God.	If Sita prays to Allah, she will love by God.	O
	If Sita pray to Allah, she loved by God.	If Sita prays to Allah, she will love by God.	MF
	If Sita pray to Allah, she loved by God.	If Sita prays to Allah, she will love by God.	MF

Student 8

No	The Student's Errors	Corrections	Types of Error
1	If I smart student, I will be get good score in the test.	If I am smart student, I will get good score in the test.	O
	If I smart student, I will be get good score in the test.	If I am smart student, I will get good score in the test.	A
2	If I study really I really wait go up to class, I will go up to class.	If I really study, I will go up to the next class.	A
	If I study really I really wait go up to class, I will go up to class.	If I really study, I will go up to the next class.	O
	If I study really I really wait go up to class, I will go up to class.	If I really study, I will go up to the next class.	O
3	If I need something, I will buy it on the market.	If I need something, I will buy it in the market.	MF
4	If Ranti finishes my homework, must be ok.	If Ranti finishes my homework, it will be ok.	O
	If Ranti finishes my homework, must be ok .	If Ranti finishes my homework, it will be ok .	MF
7	If I pray to God, I want get a new girl friend because my girl friend was get boy friend.	If I pray to God, I will hope to get a new girl friend because my girl friend has get boy friend.	MF
	If I pray to God, I want get a new girl friend because my girl friend was get boy friend.	If I pray to God, I will hope to get a new girl friend because my girl friend has get boy friend.	MF
	If I pray to God, I want get a new girl friend because my girl friend was get boy friend .	If I pray to God, I will hope to get a new girl friend because my girl friend has get boy friend .	MF
8	If you some body like we bill this strong, drives good	If you are somebody like us, you will drive well.	O
		If you are somebody like us, you will drive well.	O

		If you are somebody like us, you will drive well.	MF
		If you are somebody like us, you willdrivew ell .	MF
9	If I get a motorbik , I will study hard.	If I get a motorbike, I will study hard.	MF
10	If my handphone want to get to teacher , I am save it.	If the teacher wants to take my handphone , I will save it.	MO
	If my handphone want to get to teacher, I am save it.	If the teacher wants to take my handphone, I will save it.	MF
	If my handphone want to get to teacher, I am save it.	If the teacher wants to take my handphone, I will save it.	MF

Student 9

No	The Student's Errors	Corrections	Types of Error
1	If I become smart, I will happy.	If I become smart student , I will be happy.	O
	If I become smart, I will happy .	If I become smart student, I will be happy.	O
2	If I study every night, I will success.	If I study every night, I will be success.	O
3	If I buy a car, I will invited family.	If I buy a car, I will invite my family.	MF
	If I buy a car, I will invited family .	If I buy a car, I will invite my family.	O
7	If I pray every morning, I will success.	If I pray every morning, I will be success.	O
8	If I drives car, I will buy a flowers.	If I drive a car, I will buy a flower.	MF
	If I drives car, I will buy a flowers	If I drive a car, I will buy a flower.	O
	If I drives car, I will buy a flowers	If I drive a car, I will buy a flower .	MF
10	If I save a book, I will reading .	If I save a book, I will read it.	MF
	If I save a book, I will reading.	If I save a book, I will read it .	O

Student 10

No	The Student's Errors	Corrections	Types of Error
1	If I always exercise, I will become health.	If I always do an exercise, I will become healthy.	O
		If I always do an exercise, I will become healthy.	O
		If I always do an exercise, I will become healthy.	MF
		If I always do an exercise, I will become healthy .	MF
2	If you study hard, you will succeed in the future.	If you study hard, you will be success in the future.	O

3	If he buy a book at Gramedia, he will find many types of books.	If he buys a book, he will find many types of book.	MF
4	If I finishes eating, I'm will be full.	If I finishes eating, I will be full.	A
6	If he arrive late to the airport, he will miss the flight.	If he arrives late to the airport, he will miss the flight.	MF
10	If I get a lot of money at the bank, yo will get interest every month.	If I get a lot of money at the bank, you will get interest every month.	MF

Student 11

No	The Student's Errors	Corrections	Types of Error
1	If I am stress, I am become hamble.	If I am stress, I will become humble.	MF
		If I am stress, I willbecome humble .	MF
2	If am study hard will be a smart	If I am study hard, I will be a smart student.	O
		If I am study hard, I will be a smart student .	O
3	He buying skin mobile legends in loda shop.	If he buys mobile legend's skin in loda shop, S+will+V+O (<i>He will get cashback 20%.</i>)	MF
		If he buys mobile legend's skin in loda shop, S+will+V+O (<i>He will get cashback 20%.</i>)	O
4	If I am not finished home work we will punishmen.	If I don't finish my home work, I will get punishment	MF
		If I don't finish my home work, I will get punishment	O
5	If Juan make shirt, he will try menjahit.	If Juan makesa shirt, he will tryto sew.	MF
		If Juan makesa shirt, he will tryto sew.	O
		If Juan makesa shirt, he will try to sew.	O
		If Juan makesa shirt, he will tryto sew .	MF

6	If I arrive	If I arrive + complement (<i>to Bali</i>), I will + V + complement (<i>swim at Kuta beach everyday</i>).	O
7	Im pray everyday five time	I pray five times everyday , S+ Will + V + complement	MO + O
8	If am not fast drivers I am be late to school.	If I doesn't drive fast, I will be late to school.	MF
		If I doesn't drive fast , I will be late to school.	MO
9	If we are in class, I will get bicicy from my father.	If we are in class, I will get bicycle from my father.	MF
10	If he don't save he file, hes file will be gone.	If he doesn't save his file, his file will be gone.	MF
		If he doesn't save his file, his file will be gone	MF

Student 12

No	The Student's Errors	Corrections	Types of Error
1	If Iam stress I am be hamble	If I am stress, I will be humble.	MF
		If I am stress, I will be humble .	MF
2	If aim study hard will be a	If I study hard , I will be a + O (<i>smart student</i>).	MF + O
3	He buying skin free fire in coda shop smart	If he buys free fire's skin in Coda Shop, (<i>he will get cashback 30%</i>)	MF
	He buying skin free fire in coda shop smart	If he buysfree fire's skin in Coda Shop, (<i>he will get cashback 30%</i>)	O
4	If finishes real a good a my song	If + S (I) + finish my good song, S + will + complement (<i>I will be a famous singer in Indonesia.</i>)	O
		If + S (I)+ finish my good song, (<i>I will be a famous singer in Indonesia.</i>)	MO
		If + S + finishes my good song , S + will + complement (<i>I will be a famous singer in Indonesia.</i>).	MO
		S + will + complement (<i>I will</i>	O

		<i>be a famous singer in Indonesia.).</i>	
5	I wan the hy bigain lrhee		MF + O
6	If arrive happy is my room	If + S + arrive +	O + MF
7	If i'am a play game ps 2	If I play game PS 2	MF
		If I play game PS 2, I will be happy.	
8	Cipto is drives my car in grab car	If + Cipto drives my car in grab car, S + will + complement (I will get much money)	O + MF
		If + Cipto drives my car in grab car, S + will + complement (I will get much money)	O
9	If handphone buy one get one to yeio	If + S + (she) buy one handphone, she will get one	O
		If + S + (she_) buy one handphone , she will get one	MO
		If + S + (she) buy one handphone, she will get one	O
10	If i data save in computery,s room school	If I save the data in school's computer, S + will + complement (I will lost the data).	MO
		If I save the data in school's computer , S + will + complement (I will lost the data).	MO
		S + will + complement (I will lost the data).	O

Student 13

No	The Student's Errors	Corrections	Types of Error
1	If I bocom e a doctor,i will study hard.	If I become a doctor, I will study hard.	MF
3	If the mothor finishes bathing bathing, the mother wil bocom e trajrant.	If the mother finishes ????, the mother will	MF + O
8	If i drive, i will wait.	If I drive + O , I will wait + Complement.	O
		If I drive + O,I will wait + Complement.	O

Student 14

No	The Student's Errors	Corrections	Types of Error
1	If I become teacher , i will be smart.	If I become a teacher , i will be smart.	O
2	If you study in the clas ,you will be smart.	If you study in the class ,you will be smart.	MF
3	If i buy food ,i will happy.	If i buy food ,i will be happy.	O
4	If you finished college immediately,you will graduated faster.	If you finish college immediately,you will graduated faster.	MF
5	If i try working on this ekperiment , i will succeded.	If I try working on this experiment , i will be success.	MF
		If I try working on this experiment , i will be success.	O
		If i try working on this experiment , i will be success .	MF
6	If aisyah arrive home safely,Indy will go to sleep soon.	If aisyah arrives home safely,Indy will go to sleep soon.	MF
7	If i pray to allah,i will to give the best something.	If i pray to allah,i will give the best something.	A
9	If get he, i will be carefull.	If he gets + O, I will be carefull.	MO
		If he gets+ O , I will be carefull.	O
10	If Isave money, I will to arabic with family.	If i save money,i will + V (go) to + Arab with family.	O
	If Isave money, Iwill to arabic with family.	If i save money,i will + V (go) + Arab with family.	MF

Student 15

No	The Student's Errors	Corrections	Types of Error
2	If she studies everyday, she will be come smart.	If she studies everyday, she will become smart.	MF
6	If you have arrived there, you will fell happy.	If you arrive there, you will feel happy.	MF

		If you arrive there, you will feelhappy .	
7	If you prayed diligently, Allah would grant his prayer.	If you pray diligently, Allah will grant his prayer.	MF
		If you pray diligently, Allah will grant his prayer.	MF
8	If her driver with spead , the he will crash.	If hedrive fast , he will get an accident.	MF + MF
	If her driver with spead, the he will crash.	If hedrivefast, he will get an accident.	O
	If her driver with spead, the he will crash .	If hedrivefast, he will get an accident .	MF

Student 16

No	The Student's Errors	Corrections	Types of Error
1	If I be a policeman, I will bring a gun everywere.	If I become a policeman, I will bring a gun everywere.	MF
3	If my mother buys vegetable we will eating the helty food.	If my mother buys vegetable, we will eat the healthy food.	MF
		If my mother buys vegetable we will eatthe healthy food.	MF
4	If I don't finish my homework, I will get punishman.	If I don't finish my homework, I will get punishment .	MF
5	If you never try you will never knows.	If you never try, you will never know .	MF
6	If I arrive Bali, I will fealing fresh.	If I arrive Bali, I will feel fresh.	MF
8	If I drives car, I will becarefull.	If I drivesa car, I will becarefull.	O
		If I drivesa car, I will be carefull .	MF
10	If I save money, I will feel rich.	If I save money, I will get rich.	MF

Student 17

No	The Student's Errors	Corrections	Types of Error
4	If father buys new motorbike, I will be happy.	If father buys a new motorbike, I will be happy.	O
8	If I drive	If I drive + O, S + will + complement.	O

Student 18

No	The Student's Errors	Corrections	Types of Error
2	If she studies everyday, she will be come smart.	If she studies everyday, she will become smart.	MF
3	If you buy the new book, you will enjoy reading the story.	If you buy the new book, you will enjoy read the story.	MF
6	If you have arrived there, you will feel happy.	If you arrive there, you will feel happy.	MF
7	If he prayed diligently, allah would grant his prayer.	If he pray diligently, allah will grant his prayer.	MF
		If he pray diligently, allah will grant his prayer.	MF
8	If he driver wich speed, then he will crash.	If he drive with speed, he will crash	MF
		If he drive with speed, he will crash	MF
		If he drivewith speed, he will crash	MF
	If he driver wich speed, then he will crash.		A
9	If get money, I will buy a house.	If I get money, I will buy a house.	O

Student 19

No	The Student's Errors	Corrections	Types of Error
1	If I be president,i will make	If I become president,i will make indonesia more	MF

	indonesia more prosperous.	prosperous.	
3	If rakry buy ring for indy,rakry will come back with indy.	If rakry buy a ring for indy,rakry will come back with indy.	O
4	If you finished college immediately,you will graduated faster.	If you finish college immediately,you will graduate faster.	MF
		If you finish college immediately,you will graduate faster.	MF
5	If she try new something,she will find something.	If she tries new something,she will find something.	MF
8	If fitri drives go crazy ,fitri will be reprimanded by the police.	If fitri drives go crazy ,fitri will reprimand by the police.	MF

Student 20

No	The Student's Errors	Corrections	Types of Error
2	If my ex find me, him sok2an study to look so smart di mataku.	If my ex finds me, he will pretend to learn to look smart in my eyes.	MF
		If my ex finds me, he will pretend to learn to look smart in my eyes.	MF
3	If today is valentine's day, I will buy chocolate for my selingkuhan.	If today is valentine's day, I will buy chocolate for my cheating.	MF
4	If you hurt me again, I will finishes our retionship.	If you hurt me again, I will finish our relationship.	MF
		If you hurt me again, I will finish our relationship.	O
5	If you still try balikansmgw, I share your aib.	If you still try to back to me , I will share your scandal	MF
		If you still try to back to me, I will share yoursland.	O
		If you still try to back to me, I will share your scandal.	MF
6	If you arrive in my home, I will	If you arrive at my home, I will take you out because you	MF

	ngusir you bikos lo miskin.	are poor person.	
		If you arrive at my home, I will take you out because you are poor person.	MF
		If you arrive at my home, I will take you out because you are poor person.	MF
7	If you have one more kesempatan, never you pray bias balikansamagw, pacargwygsekaranglebihtajir.	If you have one more change , S + will + V + complement.	MF
		If you have one more change, S + will + V + complement.	O
8	If you want to be my pacar, you must test drives terlebihdahulu.	If you want to be my boyfriend , you will get test drive first.	MF
		If you want to be my boyfriend, you will get test drive first.	MF
		If you want to be my boyfriend, you will gettest drive first.	MF
9	If you can nikunggebetantemen lo, you get Honda jazz from me.	If you can cross your friend's girl, you will get Honda jazz from me.	MF
		If you can cross your friend's girl , you will get Honda jazz from me.	MF
		If you can cross your friend's girl, you will get Honda jazz from me.	O

Student 21

No	The Student's Errors	Corrections	Types of Error
1	If i not candy ,i will be ok.	If I do not + V + candy , I will be ok.	MF
		If I do not + V + candy , I will be ok.	O
2	If you want get good score,you must hard study.	If you study hard, you will get good score.	MO
	If you want get good score,you must hard study.		A
	If you wantget good score,you	If you study hard, you will get	MF

	must hard study.	good score.	
4	If mother not sick, we will finish clean my house.	If mother is not sick, we will finish clean my house.	O
		If mother is not sick, we will finish clean my house.	MF
5	If i try to run, i have to train hard.	If I try to run, I will train hard.	MF
6	If my motorcycle not bad , I will arrive not late.	If my motorcycle is not bad, I will not arrive late.	O
		If my motorcycle is not bad, I will not arrive late.	MO
7	If you want to be succes, don't forget to pray.	If you don't forget to pray, you will be success.	MO
		If you don't forget to pray, you will be success.	O
8	If i can drives a car, i will follow a contest.	If I can drive a car, I will follow a contest.	MF
9	If Juan get a good score, he will be arrogant.	If Juan gets a good score, he will be arrogant.	MF
10	If she want buy a car, she must have a money.	If she has money, she will buy a car.	MO

Student 22

No	The Student's Errors	Corrections	Types of Error
1	If brother be pillot ,he's will be rich.	If my brother become a pilot, he will be rich.	O
		If my brother become a pilot, he will be rich.	A
3	If mother buy a some , she will give me.	If mother buys some + O (fruit) ,she will give me.	A
		If mother buys some+ O (fruit) ,she will give me.	O
		If mother buys some+ O (fruit) ,she will give me.	
4	If I finishes assignments on time, i will sleep on time.	If I finish assignments on time, I will sleep on time.	MF
9.	If i get he, i will be god girl.	If I get him , I will be a good girl.	MF

		If I get him, I will be a good girl.	O
		If I get him, I will be a good girl.	MF

Student 23

No	The Student's Errors	Corrections	Types of Error
1	If I have study hard, I will become a smart student.	If I study hard, I will become a smart student.	A
4	If you don't late to do it, you will be finishes.	If you don't late to do it, you will finish it.	MF
		If you don't late to do it, you will finish it .	O
5	If I fall from motorcycle, I will be try.	If I fall from motorcycle, I will try again.	A
		If I fall from motorcycle, I will try again .	O
6	If Lina give a invitation, I will be arrive with happy.	If Lina gives an invitation, I will arrive there happily.	MF
		If Lina gives an invitation, I will arrive there happily	MF
	If Lina give a invitation, I will be arrive with happy.	If Lina gives an invitation, I will arrive there happily	A
		If Lina gives an invitation, I will arrive there happily	O
		If Lina gives an invitation, I will arrive there happily .	MF
7	If you pray to Allah, Allah will be listen your pray.	If you pray to Allah, Allah will listen to your pray.	A
		If you pray to Allah, Allah will listen to your pray.	O
8	If my father drives by car, I willn't to come be late.	If my father drives a car, I willn't come late.	MF
	If my father drives by car, I willn't to come be late.	If my father drives a car, I willn't come late.	A

	If my father drives by car, I willn't to come be late.	If my father drives a car, I willn't come late	O
10	If he give a gift, I will be save in my bedroom.	If he gives a gift, I will save in my bedroom.	MF
		If he gives a gift, I will save in my bedroom.	A

Student 24

No	The Student's Errors	Corrections	Types of Error
1	If I be the doctor, I will treat people who are sick.	If I become a doctor, I will treat people who are sick.	MF
		If I become a doctor, I will treat people who are sick.	MF
3	If my mother buys byke, I will go to scholl bay bike.	If my mother buys a bicycle, I will go to school by bicycle.	O
		If my mother buys abicycle , I will go to school by bicycle.	MF
4	If my broder finish college, I will follow in his foot steps.	If my brother finish his college, I will follow his foot steps.	MF
		If my brotherfinish his college, I will follow his foot steps.	MF
6	If she arrive zoo, she will some animal.	If she arrives at zoo, she will +V some animal.	MF
		If she arrives at zoo, she will +V some animal.	O
		If she arrives at zoo, she will +V some animal.	O
7	If he pray for, Allah will answer.	If he prays for + O, Allah will answer your pray.	MF
		If he prays for+ O , Allah will answer your pray.	O
		If he prays for + O, Allah will answer your pray.	O
8	If I have drive motorcycle, I will be careful.	If I have motorcyce, I will drive carefully	MO
9	If I get lottery, I wil give it to	If I get lottery, I will give it to	O

	my mom.	my mom.	
10	If younger brother save my toys, I will met to him.	If younger brother save my toys, I will meet him.	MF
	If younger brother save my toys, I will met to him.	If younger brother save my toys, I will meet him.	A

Appendix 6

The Source of Errors

Student 1

No	The Student's Errors	Corrections	Types of Error
3	If you buy lots of clotes , you will get a discount.	If you buy lots of clothes , you will get a discount.	Ignorance of rule restriction
4	If you have finishes your task, you will get a gift from your teacher.	If you finish your task, you will get a gift from your teacher.	False concepts hyphotesized
7	If he prayed diligently, Allah would grant his prayer.	If he prays diligently, Allah will grant his prayer.	Overgeneralization
8	If he drives with speed , then he will crash.	If he drives fastly , then he will get an accident.	False concepts hyphotesized
	If he drives with speed, then he will crach .	If he drives fastly, then he will get an accident .	False concepts hyphotesized
10	If I save a lot money, I will become a rich person.	If I save a lot of money, I will become a rich person.	Incomplete aplication of rules

Student 2

No	The Student's Errors	Corrections	Types of Error
1	If [^] am stress, I am become humle .	If I am stress, I will become humble.	Incomplete aplication of rules
		If I am stress, I will become humble .	Overgeneralization and Ignorance of rule restriction .
2	If I am not study hard, will be stupid.	If I don't study hard, I will be stupid	Overgeneralization
	If I am not study hard, [^] will be stupid.	If I don't study hard, I will be stupid	Incomplete aplication of rules
3	He buying skin PUBG in Lazada.	If he buys PUBG's skin in Lazada, <i>he will get discount 50%.</i>	False concepts hyphotesized and Incomplete aplication of rules
4	If ^ am not finished hame work, we will ^ panishmen.	If I don't finish homework, I will get punishment.	Incomplete aplication of rules and False concepts hyphotesized
5	If Jekimake [^] shirt, he will try menjahid.	If Jeki makes a shirt, he will try to sew.	Overgeneralization
	If Jeki make shirt, he will try menjahid.	If Jeki makes a shirt, he will try to sew.	Incomplete aplication of rules
	If Jeki make shirt, he will try menjahid .	If Jeki makes a shirt, he will try to sew.	Ignorance of rule restriction
7	I'm pray everyday in masque, I will be good person.	If I pray in mosque everyday, I will be a good person.	Ignorance of rule restriction
	I'm pray everyday in masque, I will be good person.	If I pray in mosque everyday, I will be a good person.	Incomplete aplication of rules
8	If am not fast drivers aim be late to school	If I don't drive fast, I will be late to school.	False concepts hyphotesized

9	If Winar in class, I will bycycle from my partner	If Winaris in the class, I will ride a bicycle with my partner.	Incomplete aplication of rules and False concepts hyphotesized
10	If we don't save we file, Wes file will be gone.	If we don't save our file, our file will lost, our file will lost.	Overgeneralization

Student 3

No	The Student's Errors	Corrections	Types of Error
1	If I become rich, I will happy.	If I become rich, I will be happy	Incomplete aplication of rules
5	If you try you best, you will succesed .	If you try your best, you will be success .	Overgeneralization
7	If you pray everyday, God bless you	If you pray everyday, God will bless you	Incomplete aplication of rules
8	If I can drives a car, I will drive to beach.	If I can drive a car, I will drive to beach.	Overgeneralization
9	If I get a money, I will buy that book.	If I get some money, I will buy that book.	Overgeneralization
10	If I save a money, I will buy a car.	If I save some money, I will buy a car.	Overgeneralization

Student 4

No	The Student's Errors	Corrections	Types of Error
2	If I have enough maney , I will study in USE.	If I have enough money , I will study in USA .	Overgeneralization
	If I have enough maney, I will study in USE .	If I have enough money, I will study in USA .	Overgeneralization
3	If my brother have a new house, I will buy a kitchen table for us	If my brother have a new house, I will buy a kitchen table for him .	Overgeneralization
4	If my father work is finishes , I will make some coffee for us .	If my father finishes his work, I will make some coffee for him.	False concepts hyphotesized and overgeneralization.
5	If I fell from bicycle, I will try again.	If I fall from bicycle, I will try again.	Overgeneralization

Student 5

No	The Student's Errors	Corrections	Types of Error
1	If I become smart, wel will parents happy	If I become smart, my parents will be happy	False concepts hyphotesized
3	If mother buy apple, we will be happy.	If mother buysan apple, we will be happy.	Overgeneralizationand Incomplete aplication of rules
4	If I finishe task, I will happy.	If I finish task, I will be happy	Overgeneralizationand Incomplete aplication of rules
5	If I try make cake, I will give it	If I try make a cake, I will give	Incomplete aplication of

	to my boyfriend.	it to my boy friend.	rules
6	If I arrive [^] garden, I will pick vegetable.	If I arrive to garden, I will pick vegetable.	Incomplete application of rules

Student 6

No	The Student's Errors	Corrections	Types of Error
1	If I am Stress, I am be hamble .	If I am stress, I will be humble.	Overgeneralization and Ignorance of rule restriction
2	If Alif stupid, he study	If Alif is stupid, he will study hard .	Incomplete application of rules and Ignorance of rule restriction
5	If Julian make shirt, he will try menjahit	If Julian makesa shirt, he will try to sew.	Overgeneralization, Incomplete application of rules, and Ignorance of rule restriction
6	If I wi, I arrive		Ignorance of rule restriction
7	If I [^] stress, I [^] pray in mosque	If I am stress, I will pray in mosque.	Incomplete application of rules
9	If I winner in class, I will get bike cicle from my father	If I 'm the winner in the class, I will get a bicycle from my father.	Incomplete application of rules and Ignorance of rule restriction .
10	I I want [^] video, I will save in HP.	If I takea video, I will save in HP.	Overgeneralization, False concepts hyphotesized, and Incomplete application of rules.

Student 7

No	The Student's Errors	Corrections	Types of Error
1	If I become [^] doctor, I will build a hospital.	If I become a doctor, I will build a hospital.	Incomplete application of rules
2	If I study, I will [^] smart.	If I study, I will be smart.	Incomplete application of rules
3	If he buy [^] car, he will make thankgiving .	If he buysa car, he will make thanksgiving.	Overgeneralization and Incomplete application of rules.
5	If she try , she will can.	If she triesagain , she will <i>do the best</i> .	Overgeneralization
7	If Sita pray to Allah, she loved by God .	If Sita prays to Allah, she willbe loved by God.	Overgeneralization and False concepts hyphotesized.

Student 8

No	The Student's Errors	Corrections	Types of Error
1	If I smart student, I will be get good score in the test.	If I am smart student, I will get good score in the test.	Incomplete application of rules and Ignorance of rule restriction .
2	If I study really I really wait go up to class , I will go up to class.	If I really study, I will go up to the next class.	False concepts hyphotesized
3	If I need something, I will buy it on the market.	If I need something, I will buy it in the market.	Overgeneralization
4	If Ranti finishes my homework, must be ok .	If Ranti finishes my homework, it will be ok.	Incomplete application of rules and False concepts hyphotesized
7	If I pray to God, I want get a new girl friend because my girl friend was get boy friend .	If I pray to God, I will hope to get a new girl friend because my girl friend has get boy friend .	Ignorance of rule restriction
8	If you ^ some body like we bill this strong, drives good	If you are somebody like us , you will drive well.	Incomplete application of rules and Ignorance of rule restriction
9	If I get a motorbik , I will study hard.	If I get a motorbike, I will study hard.	Ignorance of rule restriction
10	If my handphone want to get to teacher , I am save it.	If the teacher wants to take my handphone , I will save it.	False concepts hyphotesized and overgeneralization.

Student 9

No	The Student's Errors	Corrections	Types of Error
1	If I become smart, I will ^ happy.	If I become smart, I will be happy.	Incomplete application of rules
2	If I study every night, I will success.	If I study every night, I will be success.	Incomplete application of rules
3	If I buy a car, I will invited family.	If I buy a car, I will invite my family.	Overgeneralization
7	If I pray every morning, I will success.	If I pray every morning, I will be success.	Incomplete application of rules
8	If I drives car, I will buy a flowers .	If I drive a car, I will buy a flower.	Overgeneralization
10	If I save a book, I will reading .	If I save a book, I will read it.	Overgeneralization

Student 10

No	The Student's Errors	Corrections	Types of Error
1	If I always exercise , I will become health .	If I always do an exercise , I will become healthy .	Incomplete application of rules and overgeneralization
2	If you study hard, you will succeed in the future.	If you study hard, you will be success in the future.	Incomplete application of rules
3	If he buy a book at Gramedia,	If he buys a book, he will find	Overgeneralization

	he will find many types of books .	many types of book .	
4	If I finishes eating, I'm will be full.	If I finishes eating, I will be full.	Ignorance of rule restriction
6	If he arrive late to the airport, he will miss the flight.	If he arrives late to the airport, he will miss the flight.	Overgeneralization
10	If I get a lot of money at the bank, yo will get interest every month.	If I get a lot of money at the bank, you will get interest every month.	Overgeneralization

Student 11

No	The Student's Errors	Corrections	Types of Error
1	If I am stress, I am become hamble.	If I am stress, I will become humble.	Overgeneralization
2	If ^ am study hard will be a smart	If I am study hard, I will be a smart student.	Incomplete aplication of rules
3	He buying skin mobile legends in loda shop.	If he buys mobile legend's skin in loda shop, S+will+V+O (He will get cashback 20%).	Overgeneralization and Ignorance of rule restriction .
4	If I am not finished home work we will punishmen.	If I don't finish my home work, I will get punishment	Overgeneralization
5	If Juan make shirt, he will try menjahit.	If Juan makesa shirt, he will tryto sew.	Overgeneralization
6	If I arrive	If I arrive + complement (to Bali), I will + V + complement (swim at Kuta beach everyday).	Incomplete aplication of rules.
7	Im pray everyday five time	If I pray five times everyday, S+ Will + V + complement	Ignorance of rule restriction orance of Rule Restriction
8	If am not fast drivers I am be late to school.	If I doesn't drive fast, I will be late to school.	Overgeneralization
9	If we are in class, I will get bicicy from my father.	If we are in class, I will get bicycle from my father.	Overgeneralization
10	If he don't save he file, hes file will be gone.	If he doesn't save his file, his file will be gone.	Overgeneralization

Student 12

No	The Student's Errors	Corrections	Types of Error
1	If I am stress I am be hamble	If I am stress, I will be humble.	Overgeneralization
2	If aim study hard will be a	If I study hard , I will be a + O (smart student) .	Overgeneralization + Ignorance of rule restriction
3	He buying skin free fire in coda shop smart	If he buys free fire's skin in Coda Shop, <i>(he will get cashback 30%)</i>	Overgeneralization and Ignorance of rule restriction .
4	If finishes real a good a my song	If + S (I) + finish my good song, S + will + complement (I will be a famous singer in Indonesia.)	Ignorance of rule restriction
5	I wan the hy bigain lrhee		Incomplete application of rules and false
6	If arrive happy is my room	If + S + arrive +	Incomplete application of rules + Ignorance of rule restriction
7	If I am a play game ps 2	If I play game PS 2	Incomplete application of rules and Ignorance of rule restriction
8	Cipto is drives my car in grab car	If + Cipto drives my car in grab car, S + will + complement (I will get much money)	Incomplete application of rules + Ignorance of rule restriction Overgeneralization
9	If handphone buy one get one to yeio	If + S + (she) buy one handphone, she will get one	
10	If i data save in computery,s room school	If I save the data in school's computer, S + will + complement (I will lost the data).	Ignorance of rule restriction orance of Rule Restriction

Student 13

No	The Student's Errors	Corrections	Types of Error
1	If I bocom e a doctor,i will study hard.	If I become a doctor, I will study hard.	Overgeneralization
3	If the mothor finishes bathing bathing, the mother wil bocom e trajrant.	If the mother finishes ????, the mother will	Overgeneralization + O

8	If i drive, i will wait.	If I drive + O , I will wait + Complement.	Incomplete application of rules
		If I drive + O,I will wait + Complement .	Incomplete application of rules

Student 14

No	The Student's Errors	Corrections	Types of Error
1	If I become teacher , i will be smart.	If I becomea teacher , i will be smart.	Incomplete application of rules
2	If you study in the clas ,you will be smart.	If you study in the class ,you will be smart.	Overgeneralization
3	If i buy food ,i will happy.	If i buy food ,i will be happy.	Incomplete application of rules
4	If you finished college immediately,you will graduated faster.	If you finish college immediately,you will graduated faster.	Overgeneralization
5	If i try working on this ekperiment , i will succeded.	If I try working on this experiment , i will be success.	Overgeneralization
		If I try working on thisexperiment, i will be success.	Incomplete application of rules
		If i try working on thisexperiment, i will be success .	Overgeneralization
6	If aisyah arrive home safely,Indy will go to sleep soon.	If aisyah arrives home safely,Indy will go to sleep soon.	Overgeneralization
7	If i pray to allah,i will to give the best something.	If i pray to allah,i will give the best something.	Overgeneralization
9	If get he, i will be carefull.	If he gets + O, I will be carefull.	Ignorance of rule restriction orance of Rule Restriction
		If he gets+ O , I will be carefull.	Incomplete application of rules
10	If i save money,i will to arabic with family.	If I save money,I will go to Arab with family.	Overgeneralization
		If I save money,I will + V (go) + Arab with family.	Incomplete application of rules

Student 15

No	The Student's Errors	Corrections	Types of Error
2	If she studies everyday, she will be come smart.	If she studies everyday, she will become smart.	Overgeneralization
6	If you have arrived there, you will fell happy.	If you arrive there, you will fell happy.	Overgeneralization
		If you arrive there, you will feel happy.	Overgeneralization
7	If you prayed diligently, Allah would grant his prayer.	If you pray diligently, Allah will grant his prayer.	Overgeneralization
		If you pray diligently, Allah will grant his prayer.	Overgeneralization
8	If her driver with spead , the he will crash.	If hedrive fast , he will get an accident.	False concepts hyphotesized.
	If her driver with spead, the he will crash.	If hedrive fast , he will get an accident.	Overgenerlization
	If her driver with spead, the he will crash .	If hedrive fast , he will get an accident .	Overgeneralization

Student 16

No	The Student's Errors	Corrections	Types of Error
1	If I be a policeman, I will bring a gun everywere.	If I become a policeman, I will bring a gun everywere.	Overgeneralization
3	If my mother buys vegetable we will eating the helty food.	If my mother buys vegetable, we will eat the healthy food.	Overgeneralization
		If my mother buys vegetable we will eat the healthy food.	Overgeneralization
4	If I don't finish my homework, I will get punishman.	If I don't finish my homework, I will get punishment .	Overgeneralization
5	If you never try you will never knows.	If you never try, you will never know .	Overgeneralization
6	If I arrive Bali, I will fealing fresh.	If I arrive Bali, I will feel fresh.	Overgeneralization
8	If I drives car, I will becarefull.	If I drives a car, I will becarefull.	Incomplete aplication of rules

		If I drives a car, I will be carefull.	Overgeneralization
10	If I save money, I will feel rich.	If I save money, I will get rich.	Overgeneralization

Student 17

No	The Student's Errors	Corrections	Types of Error
4	If father buys new motorbike, I will be happy.	If father buys a new motorbike, I will be happy.	Incomplete application of rules
8	If I drive	If I drive + O, S + will + complement.	Incomplete application of rules

Student 18

No	The Student's Errors	Corrections	Types of Error
2	If she studies everyday, she will be come smart.	If she studies everyday, she will become smart.	Overgeneralization
3	If you buy the new book, you will enjoy reading the story.	If you buy the new book, you will enjoy read the story.	Overgeneralization
6	If you have arrived there, you will feel happy.	If you arrive there, you will feel happy.	Overgeneralization
7	If he prayed diligently, Allah would grant his prayer.	If he pray diligently, Allah will grant his prayer.	Overgeneralization
		If he pray diligently, Allah will grant his prayer.	Overgeneralization
8	If he driver wich speed, then he will crach.	If he drive with speed, he will crash	Overgeneralization
		If he drive with speed, he will crash	Overgeneralization
		If he drivewith speed, he will crash	Overgeneralization
	If he driver wich speed, then he will crach.		Overgeneralization
9	If get money, I will buy a house.	IfI get money, I will buy a house.	Incomplete application of rules

Student 19

No	The Student's Errors	Corrections	Types of Error
1	If I be president,i will make indonesia more prosperous.	If I become president,i will make indonesia more prosperous.	Overgeneralization
3	If rakry buy ring for indy,rakry will come back with indy.	If rakry buy a ring for indy,rakry will come back with indy.	Overgeneralization
4	If you finished college immediately,you will graduated faster.	If you finish college immediately,you will graduate faster.	Overgeneralization
		If you finish college immediately,you will graduate faster.	Overgeneralization
5	If she try new something,she will find something.	If she tries new something,she will find something.	Overgeneralization
8	If fitri drives go crazy ,fitri will be reprimanded by the police.	If fitri drives go crazy ,fitri will reprimand by the police.	Overgeneralization

Student 20

No	The Student's Errors	Corrections	Types of Error
2	If my ex find me, him sok2an study to look so smart di mataku.	If my ex finds me, he will pretend to learn to look smart in my eyes.	Overgeneralization
		If my ex finds me, he will pretend to learn to look smart in my eyes.	Overgeneralization
3	If today is valentine's day, I will buy chocolate for my selingkuhan.	If today is valentine's day, I will buy chocolate for my cheating.	Overgeneralization
4	If you hurt me again, I will finishes our retionship.	If you hurt me again, I will finish our relationship.	Overgeneralization
		If you hurt me again, I will finish our relationship.	Overgeneralization
5	If you still try balikansmgw, I share your aib.	If you still try to back to me , I will share your scandal	Overgeneralization

		If you still try to back to me, I will share yourscandal.	Overgeneralization
		If you still try to back to me, I will share your scandal .	Overgeneralization
6	If you arrive in my home, I will ngusir you bikos lo miskin.	If you arrive at my home, I will take you out because you are poor person.	Overgeneralization
		If you arrive at my home, I will take you out because you are poor person.	Overgeneralization
		If you arrive at my home, I will take you out because you are poor person .	Overgeneralization
7	If you have one more kesempatan, never you pray bias balikansamagw, pacar gw yg sekarang lebih tajir.	If you have one more change , S + will + V + complement.	Overgeneralization
		If you have one more change, S + will + V + complement .	Incomplete aplication of rules
8	If you want to be my pacar, you must test drives terlebih dahulu.	If you want to be my boyfriend , you will get test drive first.	Overgeneralization
		If you want to be my boyfriend, you will get test drive first.	Overgeneralization
		If you want to be my boyfriend, you will get test drive first .	Overgeneralization
9	If you can nikung gebetan temen lo, you get Honda jazz from me.	If you can cross your friend's girl, you will get Honda jazz from me.	Overgeneralization
		If you can cross your friend's girl , you will get Honda jazz from me.	Overgeneralization
		If you can cross your friend's girl, you will get Honda jazz from me.	Incomplete aplication of rules

Student21

No	The Student's Errors	Corrections	Types of Error
1	If i not candy ,i will be ok.	If I do not + V + candy , I will be ok.	Overgeneralization
		If I do not + eat + candy , I will be ok.	Incomplete aplication of rules
2	If you want get good score,you must hard study.	If you study hard, you will get good score.	Ignorance of rule restriction orance of

			Rule Restriction
	If you want get good score,you must hard study.		Overgeneralization
	If you wantget good score,you must hard study.	If you study hard, you will get good score.	Overgeneralization
4	If mother not sick,we will finishes clean my house.	If mother is not sick,we will finishes clean my house.	Incomplete aplication of rules
		If mother is not sick,we will finish clean my house.	Overgeneralization
5	If i try to run,i have to train hard.	If I try to run, I will train hard.	Overgeneralization
6	If my motorcycle not bad , I will arrive not late.	If my motorcycle is not bad, I will not arrive late.	Incomplete aplication of rules
		If my motorcycle is not bad, I will not arrive late.	Ignorance of rule restriction orance of Rule Restriction
7	If you want to be succes, don't forget to pray.	If you don't forget to pray, you will be success.	Ignorance of rule restriction orance of Rule Restriction
		If you don't forget to pray, you will be success.	Incomplete aplication of rules
8	If i can drives a car,i will follow a contest.	If I can drive a car,I will follow a contest.	Overgeneralization
9	If Juan get a good score, he will be arrogant.	If Juan gets a good score, he will be arrogant.	Overgeneralization
10	If she want buy a car, she must have a money.	If she has money, she will buy a car.	Ignorance of rule restriction orance of Rule Restriction

Student 22

No	The Student's Errors	Corrections	Types of Error
1	If brother be pillot ,he's will be rich.	If my brother become a pilot, he will be rich.	Incomplete aplication of rules
		If mybrother become a pilot, he will be rich.	Overgeneralization
3	If mother buy a some , she will give me.	If mother buy some + O , she will give me.	Overgeneralization
		If mother buy some+ O , she will give me.	Incomplete aplication of rules

4	If I finishes assIgnorance of rule restriction ments on time, i will sleep on time.	If I finish assIgnorance of rule restriction ments on time, I will sleep on time.	Overgeneralization
9.	If i get he,i will be god girl.	If I get him ,i will be a good girl.	Overgeneralization
		If I get him,i will beagood girl.	Incomplete aplication of rules
		If I get him,i will be agood girl.	Overgeneralization

Student 23

No	The Student's Errors	Corrections	Types of Error
1	If I have study hard, I will become a smart student.	If I study hard, I will become a smart student.	Overgeneralization
4	If you don't late to do it, you will be finishes.	If you don't late to do it, you will finish it.	Overgeneralization
		If you don't late to do it, you will finish it .	Overgeneralization
5	If I fall from motorcycle, I will betry .	If I fall from motorcycle, I will try again.	False concept hyphotesized
6	If Lina give a invitation, I will be arrive with happy.	If Lina gives an invitation, I will arrive there happily.	Overgeneralization
		If Lina gives an invitation, I will arrive there happily	Overgeneralization
	If Lina give a invitation, I will be arrive with happy.	If Lina gives an invitation, I will arrivethere happily	Overgenaralization
		If Lina gives an invitation, I will arriveth ere happily	Overgenaralization
		If Lina gives an invitation, I will arrivethere happily .	Overgeneralization
7	If you pray to Allah, Allah will be listen your pray.	If you pray to Allah, Allah will listen to your pray.	Overgeneralization
		If you pray to Allah, Allah will listento your pray.	Overgeneralization
8	If my father drives by car, I willn't to come be late.	If my father drives a car, I willn't come late.	Overgeneralization
	If my father drives by car, I	If my father drives a car, I	Overgeneralization

	willn'tto come be late.	willn't come late.	
	If my father drives by car, I willn't to come be late.	If my father drives a car, I willn't come late	Overgeneralization
10	If he give a gift, I will be save in my bedroom.	If he gives a gift, I will save in my bedroom.	Overgeneralization
		If he gives a gift, I will save in my bedroom.	Overgenaralization

Student 24

No	The Student's Errors	Corrections	Types of Error
1	If I be the doctor, I will treat people who are sick.	If I become a doctor, I will treat people who are sick.	Overgeneralization
		If I become a doctor, I will treat people who are sick.	Overgeneralization
3	If my mother buys byke, I will go to scholl bay bike.	If my mother buysa bicycle, I will go to school by bicycle.	Incomplete aplication of rules
		If my mother buys abicycle, I will go to school by bicycle.	Overgeneralization
4	If my broder finish college, I will follow in his foot steps.	If my brother finish his college, I will follow his foot steps.	Overgeneralization
		If my brother finishhis college, I will follow his foot steps.	Overgeneralization
6	If she arrive zoo, she will some animal.	If she arrives at zoo, she will +V some animal.	Overgeneralization
		If she arrives atzoo, she will +V some animal.	Incomplete aplication of rules
		If she arrives at zoo, she will +Vsome animal.	Incomplete aplication of rules
7	If he pray for, Allah will answer.	If he prays for + O, Allah will answer your pray.	Overgeneralization
		If he prays for+ O, Allah will answer your pray.	Overgeneralization
		If he prays for + O, Allah will answeryour pray.	False Concept Hypthoesized
8	If I have drive motorcycle, I will be careful.	If I have motorcyce, I will drive carefully	Ignorance of rule restriction

9	If I get lottery, I wil give it to my mom.	If I get lottery, I will give it to my mom.	Overgeneralization
10	If younger brother save my toys, I will met to him.	If younger brother save my toys, I will meet him.	Overgeneralization
	If younger brother save my toys, I will met to him.	If younger brother save my toys, I will meet him.	Overgeneralization